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ABSTRACT

This document is an orientation manual for the Library Media Specialist Evaluation System, a part of the Tennessee Career Ladder Better Schools Program. This evaluation system was developed by using the best ideas from educational research and from library media specialists in Tennessee. The system was field tested in the fall of 1985. Contained and described in this report are: (1) fundamental beliefs and principles; (2) levels of the career ladder; (3) domains of competence; (4) competencies and indicators; (5) multiple data sources; (6) evaluation processes for Levels II and III; (7) visits by evaluators; (8) the Tennessee Career Ladder Test; (9) scoring and equating the test; (10) notification of results; (11) rights of the library media specialist; (12) evaluation system instruments; (13) a glossary of terms; and (14) a list of career ladder personnel. (LMO)

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TENNESSEE CAREER LADDER BETTER SCHOOLS PROGRAM

LIBRARY MEDIA SPECIALIST ORIENTATION MANUAL

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TENNESSEE CAREER LADDER
BETTER SCHOOLS PROGRAM

LIBRARY MEDIA SPECIALIST ORIENTATION MANUAL

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INTRODUCTION

The Better Schools Program has made Tennessee recognized as a leader in educational reform. The Career Ladder Program for educators is an important part of the Better Schools Program. Evaluation systems for classroom teachers, assistant principals, principals, and supervisors have already identified seventeen hundred outstanding educators in our state. Progress and improvements continue to be made in the program. We are pleased to be able to present to you another important part of the Career Ladder Program - an evaluation system for library media specialists. This evaluation system was developed by using the best ideas from educational research and from library media specialists in Tennessee. The evaluation system was field tested in the fall of 1985. The evaluation system presented in this handbook includes the results from examination of the field test data and incorporates suggestions from field test candidates, evaluators and other library media specialists.

It is with pride in our profession that we give to you the Library Media Specialist Orientation Manual. It has information about the Career Ladder Program and about the evaluation process for library media specialists.

We have put everything you will need to know about the library media specialist evaluation process in one manual. We are excited about this new manual. Most importantly, we are eager to work with you to continue making education in Tennessee the best for our teachers, administrators, library media specialists, students and communities.

Robert L. McElrath
Commissioner of Education

FUNDAMENTAL BELIEFS AND PRINCIPLES

The Career Ladder Library Evaluation System is constructed upon fundamental beliefs and principles of the education profession. Below are stated the fundamental beliefs about the evaluation program, library media specialists, evaluators, evaluation process and procedures, and the evaluation instruments.

Some of the stated fundamental beliefs and principles have been established by the Comprehensive Education Reform Act of 1984. Others are based on educational research and the experience of those instrumental in developing the evaluation system.

THE PROGRAM

1. The primary goal of the evaluation program is to identify and reward outstanding performance.

2. Other important goals of the evaluation program are library management and instructional improvement.

3. A sound evaluation program focuses on performance rather than credentials.

4. To be most useful, the evaluation program must be coupled with a strong professional development program.

THE LIBRARY MEDIA SPECIALIST

1. The library media specialist wants to be a competent professional.

2. Instruction and management are the primary elements in the overall role of the library media specialist.

3. It is possible to assess differences in library media specialist performance.

4. Skills needed and used by outstanding library media specialists do not differ from skills needed by less able library media specialists.

5. All library media specialists can improve performance.

THE EVALUATOR

1. Library media specialists are best able to evaluate the performance of their peers.

2. Rigorous and comprehensive training is essential for an evaluator.

3. Evaluation is best conducted by a team of evaluators rather than a single individual.

4. The evaluator must have a commitment to instructional and library management improvement.

THE PROCESS

1. The evaluation process should not discourage diversity in teaching and management behavior.

2. Multiple observations of teaching are necessary to obtain a reliable picture of teaching behavior.

3. Multiple observations of library management are necessary to obtain a reliable picture of management behavior.

4. Effectiveness of management behavior must be assessed in light of library users, school and/or school system characteristics, needs and organizational structures.

5. The evaluation process should focus on the identification of patterns of teaching and management behavior.

6. Multiple sources of data are essential to the development of a complete picture of teaching and management performance.

THE EVALUATION INSTRUMENTS

1. The evaluation instrument(s) must be developed from the evaluation process.

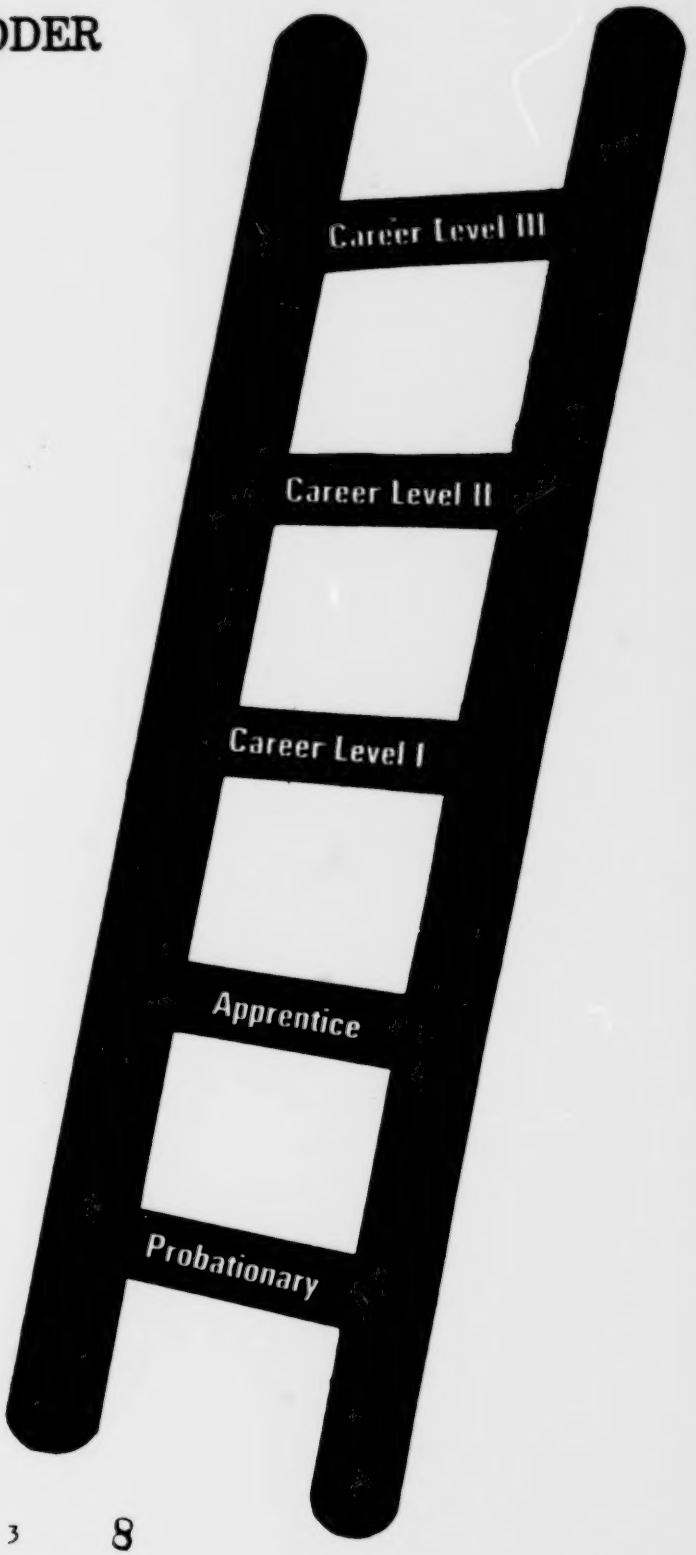
2. The instrument(s) must be understood by all library media specialists and administrators.

3. The instrument(s) must assess the performance of competencies/skills deemed important to effective teaching and management.

4. Checklists and rating scales are useful only as reflections of <u>summarized</u> information.

AT A GLANCE

LEVELS OF THE CAREER LADDER



LEVELS OF THE CAREER LADDER

Introduction

For library media specialists entering the profession after July 1, 1984, the Career Ladder has five levels: The levels are:

- Probationary
- Apprentice
- Career Level I
- Career Level II
- Career Level III

Probationary

The Probationary certificate is for the first year library media specialist and is a nonrenewable certificate. To qualify for a Probationary certificate a library media specialist must complete a college preparation program and meet the minimum qualifying score on the Core Battery of the National Teacher Exam.

Apprentice

The Apprentice certificate is issued upon satisfactory completion of the probationary year. Advancement to the Apprentice certificate is based upon a positive evaluation from the local school system. The certificate is valid for three years and is nonrenewable. Apprentice library media specialists must be evaluated every year by the local school system. The state reviews the evaluation during the third year of the certificate.

Career Level I

The Career Level I certificate is issued upon satisfactory performance at the Apprentice Level. The Career Level I certificate is valid for five years and is renewable. Library media specialists may stay at Career Level I if they do not wish to go further on the career ladder. Career Level I library media specialists receive an annual salary supplement of $1,000 and must be evaluated by the local school system at least two times in the five-year period. The state conducts an evaluation during the fifth year. Library media specialists with only a bachelor's degree must also complete one college course at or above the junior level or one identified by the evaluator, with a 3.0 average during the five-year period. Career Level I library media specialists may be assigned by principals to supervise and assist student interns and probationary library media specialists or teachers.

Career Level II

The Career Level II certificate is issued upon completion of at least one Career Level I five-year period and upon meeting the requirements of the state library media specialist evaluation system for Career Level II. The Career Level II certificate is valid for five years and is renewable. Library media specialists may stay at Career Level II if they do not wish to go further on the Career Ladder. Library media specialists applying for Career Level II must go through the complete State Evaluation System which is outlined in this book and must meet the minimum qualifying scores for that level. Career Level II library media specialists are evaluated at least twice by the state during the five-year certification period. Career Level II library media specialists may elect a 10 or 11 month contract and receive, respectively, state salary supplements of $2,000 or $4,000. Career Level II certificates are renewable, based upon course work as defined for Career Level I and upon a satisfactory State evaluation. Career Level II library media specialists may be assigned to work with gifted or remedial students, to work with special needs students or to assist Apprentice library media specialists or teachers.

Career Level III

The Career Level III certificate is issued upon completion of the five-year Career Level II period and upon meeting the requirements of the state library media specialist evaluation system for Career Level III. The Career Level III certificate is renewable based upon completing course requirements listed for Career Level I and upon meeting evaluation standards. Career Level III library media specialists may elect a 10, 11, or 12 months contract and receive, respectively state salary supplements of $3,000, $5,000 or $7,000. Career Level III library media specialists may be assigned to work with gifted or remedial students, to work with special needs students or to assist Apprentice and Career Level I library media specialists or teachers.

The chart on page 7 outlines information pertinent to library media specialists who enter the teaching profession after July 1, 1984.

Library media specialists <u>currently</u> employed and certified in Tennessee on July 1, 1984, have different experience requirements to enter the Career Ladder. The chart on page 8 outlines this information.

Personnel Included In This Evaluation System

This evaluation system is designed for library media specialists in grades kindergarten through twelve. A separate evaluation system exists for teachers, including special education, chapter 1 resource, and vocational education teachers. Evaluation systems also exist for counselors, assistant principals, principals and instructional supervisors. Other special group evaluation systems are in developmental stages.

NEW LIBRARY MEDIA SPECIALISTS AFTER JULY 1,1984

CAREER LEVEL	YEARS OF EXPERIENCE TO APPLY	CERTIFICATE LENGTH AND DURATION	WHO EVALUATES?	CONTRACT DURATION	STATE SALARY SUPPLEMENT
Probationary	0	One-Year Nonrenewable in same school system	Local	10 Month	0
Apprentice	1*	Three-Years Nonrenewable in same school system	Local State - 3rd Year Review	10 Month	To be determined By State Board of Education
Career Level I	4*	Five-Years Renewable	Local - 2 times in five years State - 5th Year Review	10 Month	$1,000
Career Level II	9*	Five-Years Renewable	Local - **Optional** State - two times **in five years**	10 Month 11 Month	$2,000 $4,000
Career Level III	14*	Five-Years Renewable	Local - **Optional** State - two times **in five years**	10 Month 11 Month 12 Month	$3,000 $5,000 $7,000

*Experience as a certified teacher, certified administrator, or other certified school employee may be counted toward Career Ladder experience requirements.

LIBRARY MEDIA SPECIALISTS EMPLOYED AND CERTIFICATED AS OF JULY 1, 1984

CAREER LEVEL	YEARS OF EXPERIENCE TO APPLY	CERTIFICATE LENGTH/DURATION	WHO EVALUATES?	CONTRACT DURATION	STATE SALARY SUPPLEMENT
Career Level I	3* Years	Five-Years Renewable	Local - Minimum of two times in 5 years State Review - 5th Year	10 Month	$1,000
Career Level II	8** Years	Five-Years Renewable	Local-2 times in five years* State-2 times in five years (state may substitute for local)	10 Month 11 Month	$2,000 $4,000
Career Level III	12*** Years	Five-Years Renewable	Local-2 times in five years* State-2 times in five years (state may substitute for local)	10 Month 11 Month 12 Month	$3,000 $5,000 $7,000

*Library media specialists with fewer than three years of experience who were employed and certified on July 1, 1984 may apply for Career Level I Certification when they obtain the three year experience and other applicable requirements.

**Library media specialists with fewer than eight years of experience who were employed and certified on July 1, 1984 may apply for Career Level II certification when they obtain the eight year experience and other applicable requirements.

***Library media specialists with fewer than twelve years of experience who were employed and certified on July 1, 1984 may apply for Career Level III certification when they obtain the twelve year experience and other applicable requirements.

AT A GLANCE

Domains of Competence

Domains: Seven Basic Areas Evaluated

- Planning
- Teaching Strategies
- Selection
- Evaluation of Library Program and of Instructional Program
- Library Media Center Management
- Professional Leadership
- Basic Communication Skills

Indicators: These are the tools used to measure performance in each domain.

On the following pages, a detailed outline explains the domains, indicators, and measurement statements of the evaluation process:

- Each Roman Numeral will represent a Domain.
- Each letter will represent an Indicator in each Domain.

Illustrative statements which provide the basis for measurement are listed under the indicators.

DOMAINS OF COMPETENCE

INTRODUCTION

The Tennessee Career Ladder Library Media Specialist Evaluation System evaluates teaching skills, management skills and knowledge - things library media specialists know and do that contribute to good teaching and management.

In developing the evaluation system, both educational research and information from library media specialists across Tennessee were used to identify the skills and knowledge of effective teaching and management. The areas of competency that are evaluated are consistent with this research, and also with what thousands of Tennessee library media specialists mentioned when asked what skills were important to good teaching and management.

DOMAINS OF COMPETENCE

There are seven basic areas of competence ("domains") that will be evaluated. They are as follows:

- Planning for Instruction and Library Media Center Program
- Teaching Strategies
- Selects and Evaluates Materials and Equipment
- Evaluation of Library Media Center Program and Instructional Program
- Library Media Center Management
- Professional Development and Leadership
- Basic Communication Skills

INDICATORS

To make the evaluation as objective as possible, there are specifics within the broad areas (domains) of competence that are examined. For example, in measuring teaching strategy, the evaluation assesses how a teacher presents subject matter, and whether he/she reteaches when necessary. The specific sections within the broad competencies are referred to as "indicators."

A new indicator, Improving Student Performance, is being field tested during 1986. This indicator is listed as IV. C. in the Evaluation Domain. The information for this indicator will not be included in the library media specialist's final evaluation results during the 1985-86 school year.

Page 11 lists the domains of competence. The "indicators" are the lettered statements labeled A, B, C, and D. Below each indicator are illustrative statements which provide the basis for measurement.

LIBRARY MEDIA SPECIALIST

COMPETENCIES AND INDICATORS WITH MEASUREMENT STATEMENTS

I. Prepares effectively for media center operation

A. Establishes appropriate goals and related objectives for library media programs, including library instruction

1. Establishes long-term goals

2. Selects and sequences short-term objectives in accordance with goals and learner/faculty needs

B. Prepares instructional plans and materials incorporating principles of effective instruction

1. Correlates library media center instruction with classroom instruction

2. Plans and selects programs with teachers for the teaching of research and referencing skills appropriate to all levels of learners served by the school

3. Prepares teaching procedures for introducing goals and objectives to learners

4. Identifies content, materials and media needed for instruction and arranges for them

5. Addresses both lower and higher level thinking skills

C. Plans for effective scheduling of the Library Media Center

1. Identifies user groups

2. Establishes appropriate time blocks for each user group

II. Uses teaching strategies and procedures appropriate to content, objectives and learners

A. Provides a clear description of the learning task and its content

1. Provides correct/current information

2. Provides an overview of material to be covered

3. Provides directions and explanations related to lesson content/concepts

4. Helps learner integrate content/concepts

5. Paces learning tasks according to difficulty of material

6. Provides examples of how task is to be completed

7. Distinguishes steps in the learning task

8. Provides appropriate language model for students

B. Monitors learner understanding and reteaches as necessary

1. Identifies learner instructional levels before beginning instruction

2. Clarifies directions and explanations when learners misunderstand

3. Paces learning activities to accommodate learner difference

4. Attends to learner needs in order of importance

C. Provides learners appropriate practice and review

1. Requires learners to apply skills and concepts

2. Uses responses and questions from learners in teaching

3. Utilizes alternative and supplemental activities which address instructional objectives

4. Requires learners to explain, compare or evaluate content/concepts

5. Provides supervised practice with the application of content/concepts

6. Provides seatwork/homework for independent practice

D. Establishes and maintains learner involvement in the learning task

1. Helps learners recognize the purpose and importance of the learning activities

2. Maintains learner focus on the learning task

3. Provides learners opportunities to participate in learning tasks

4. Monitors learner involvement with the learning task and adjusts teaching procedures to enhance learner involvement

III. Evaluates and selects appropriate learning materials and equipment for the library media center

A. Develops and administers procedures for previewing, evaluating, and selecting materials and equipment

1. Establishes selection policies and procedures for the acquisition of materials and equipment

2. Identifies, uses, and makes available for faculty the bibliographic tools available as aids in evaluating and selecting materials and equipment

3. Establishes and maintains a consideration file for reviews and evaluations of materials and equipment

4. Follows written procedures for dealing with challenged materials

B. Evaluates and selects with teacher input resources to support the instructional program(s) of the school

1. Interprets with teachers the input and content value of materials as these relate to instructional objectives

2. Obtains up-to-date materials and equipment in accordance with instructional goals and objectives and school system procedures

C. Assists teachers in developing units of instruction using library resources

1. Assists teachers in producing and using media/ materials for classroom use

2. Assists teachers in operating or learning to operate equipment

3. Assists teachers in developing units of instruction

4. Assists teachers in teaching jointly planned units of instruction

IV. Uses evaluation to improve library media center operation and library instruction

A. Uses information about learner interest and performance to improve library resources and instruction

1. Uses evaluation materials or procedures to obtain information about learner interests and performance

2. Uses learner performance data in improving media center resources and programs

B. Evaluates media center programs and services regularly

1. Evaluates planned units of library instruction with teachers

2. Establishes and uses systematic procedures for evaluating library and media collections

3. Solicits evaluation of library media center services at least from students and faculty and uses results to improve services

C. Improves Student Performance **(Field Test Only -- 1985-86 as explained on page 10)**

1. Improves learners' academic achievement in relevant subject area(s)

2. Improves learners' attitudes toward learning

V. Manages library media center and instruction effectively

A. Establishes and maintains appropriate learner behavior

1. Provides guidelines for learner behavior

2. Applies specific and reasonable sanctions for inappropriate learner behavior

3. Provides feedback to learners about their behavior

4. Controls situations in which inappropriate behavior is likely to occur

5. Uses verbal and nonverbal management techniques effectively

B. Establishes and maintains a climate conducive to learning

1. Demonstrates positive verbal behavior to library users

2. Demonstrates positive nonverbal behavior to library users

3. Indicates confidence that all learners can and will learn

4. Encourages effort and progress

5. Supports learner excellence and achievement

6. Handles minor interruptions without disruption to current task

C. Makes effective use of library media center resources

1. Arranges and uses facilities to accommodate different types of learning activities

2. Arranges furniture and equipment to facilitate movement of users and staff

3. Organizes placement and storage of instructional materials and equipment to facilitate quick and easy access by users

4. Provides clear, detailed plans, directions, and schedules for aides and volunteers

5. Develops displays, presentations, and/or activities to acquaint users with materials available in various areas

6. Refers library users to public or community information sources when school resources are inadequate

7. Promotes library media center program to students, faculty, and community to alert them to available media resources and services

D. Systematically acquires, organizes, processes and circulates materials and equipment

1. Prepares and submits a library media center budget based on specific program goals and objectives with written justification, and maintains ongoing financial records

2. Provides for an on-going or annual accounting of materials and equipment

3. Regularly withdraws unusable, worn, and out-of-date materials and equipment from the collection

4. Maintains an up-to-date card catalog

5. Circulates all types of media to students and faculty

VI. Establishes and maintains a professional leadership role

A. Improves professional skills and knowledge

1. Takes formal coursework related to assignment/advancement

2. Obtains graduate degree(s) related to assignment/advancement

3. Participates in "non-required" staff development activities

4. Uses ideas from books, professional journals and professional organizations to enhance library operation and instruction

5. Tries new methods/approaches in the media center and evaluates their success

6. Seeks and utilizes community resources to enhance media center operation and teacher instruction

B. Takes a leadership role in improving education

1. Conducts workshops/training sessions

2. Creates materials/programs/ideas and shares with others

3. Holds a leadership position in school/school system

4. Receives special honor(s)

5. Holds leadership position in educational organizations

6. Assists in establishing schools goals and takes an active role in achieving them

7. Takes an active role in resolving school problems

8. Promotes parent/community interest in the school

9. Initiates activities and projects in the school

10. Shares materials and resources with peers and administrators

11. Discusses professional topics with peers and others

12. Assists peers and others in identifying and solving instructional problems

13. Works cooperatively with peers, administrators and community members in planning and implementing curricular and extra-curricular activities

C. (Screening)* Performs professional responsibilities efficiently

1. Maintains accurate and up-to-date records

2. Completes assigned tasks on schedule

3. Arrives on time to media center, meetings and other scheduled activities

4. Maintains a satisfactory record of attendance

5. Manages routine business and record keeping efficiently

6. Follows applicable policies and procedures of the state

VII. (Screening)* Communicates effectively

A. Writes clearly and correctly

B. Communicates oral information effectively

C. Reads professionally relevant literature/materials with comprehension

* Competencies and indicators marked "screening" are expectations of all library media specialists. They are minimum competencies/indicators which will be assessed during the evaluation process. If a serious deficiency is found in one or more of these areas, the evaluation process may be terminated at that point. However, the candidate has a right to review in this situation, if he/she feels that the termination is unfair.

AT A GLANCE

Multiple Sources of Data

Primary Sources of Data

- Library Media Specialists
- Evaluators
- Library Media Specialist's Principal
- Library Media Specialist's Students
- Seven Teachers

Instruments Used

- Library Management Observation
- Classroom Observation
- Dialogue Sessions
- Three Questionnaires
  - Principal
  - Student
  - Teacher
- Professional Development Summary and Leadership Activities
- Written Test

MULTIPLE SOURCES OF DATA

Introduction

In measuring areas of competence, it is important to have as many sources of information as possible. Tennessee's Career Ladder Program uses the multiple data source concept. This approach provides safeguards for persons being evaluated since one source can be balanced against another. It provides more information on which to base a judgement.

The questionnaire administered to Career Level II and III candidates in the Spring of 1985 reveals that Tennessee teachers overwhelmingly support the multiple data source concept.

There are five primary sources of data in the library media specialist evaluation system: 1) the library media specialist, 2) the evaluator, 3) the library media specialist's principal, 4) the library media specialist's students and 5) seven classroom teachers. There are eight instruments used to provide information from the sources: the instructional observation, the library management observation, the dialogue sessions, three questionnaires, a summary of professional development and leadership activities and a written test.

Library Media Specialist

The library media specialist is actively involved in the evaluation process through the instructional observation and the library management observation. This includes the pre- and post-observation conferences with the library media specialist and the evaluator's coding of library media specialist behavior during the management observation and instructional observation. The library media specialist participates with the evaluator in three dialogue sessions which focus on Planning, Teaching Strategies, Evaluation, Management and Resources. The library media specialist submits a summary of his/her professional development and leadership activities. The library media specialist also takes the written test of professional knowledge.

Evaluator

The evaluator interacts with the library media specialist during the pre- and post-observation conferences and during the dialogue sessions. Evaluators rate the professional development and leadership activities submitted by the library media specialist. The team of three evaluators meets for a consensus decision about the library media

specialist at the end of the evaluation process. This consensus score is combined with the scores from other data sources to determine the Career Level status of the library media specialist.

Students, Principal, and Teachers

Questionnaires are used to collect information about the library media specialist from students, the school principal, and teachers. The Student Questionnaire covers the domains of teaching strategies, classroom management, and evaluation. The Principal Questionnaire covers every domain. The Teacher Questionnaire covers the domains of planning, selection, evaluation, management and leadership.

This method of using each questionnaire to address specific domains allows for information to be collected on each domain from the most logical source. Students may not be aware of how library media specialists plan or how library media specialists participate in professional leadership activities in the school.

The following page shows the competencies and indicators and the methods that are used to collect information about each domain.

HOW WE OBTAIN INFORMATION ABOUT

COMPETENCIES AND INDICATORS

LIBRARY MEDIA SPECIALIST

	OBSERVATION	DIALOGUE	PRINCIPAL QUESTIONNAIRE	STUDENT QUESTIONNAIRE	TEACHER QUESTIONNAIRE	PROFESSIONAL DEVELOPMENT AND LEADERSHIP SUMMARY	WRITTEN TEST	MANAGEMENT OBSERVATION
I. Prepares effectively for media center operation.							x	
A. Establishes appropriate goals and related objectives for library media programs, including library instruction		x	x					
B. Prepares instructional plans and materials incorporating principles of effective instruction	x	x	x		x			x
C. Plans for effective scheduling of the library media center		x	x		x			
II. Uses teaching strategies and procedures appropriate to content, objectives and learners							x	
A. Provides a clear description of the learning task and its content	x	x	x	x				x
B. Monitors learner understanding and reteaches as necessary	x	x	x	x				
C. Provides learners appropriate practice and review	x	x	x	x				
D. Establishes and maintains learner involvement in the learning task	x	x	x	x				
III. Evaluates and selects appropriate learning materials and equipment for the library media center								
A. Develops and administers procedures for previewing, evaluating, and selecting materials and equipment		x	x	x	x			x
B. Evaluates and selects with teacher input resources to support the instructional program(s) of the school		x	x	x	x			
C. Assists teachers in developing units of instruction using library resources		x	x		x			x
IV. Uses evaluation to improve library media center operation and library instruction							x	
A. Uses information about learner interest and performance to improve library resources and instruction		x	x	x				
B. Evaluates media center program and services		x	x	x	x			
C. Improves learner performance (Field Test Only)								
V. Manages library media center and instruction effectively							x	
A. Establishes and maintains appropriate learner behavior	x		x	x	x			x
B. Establishes and maintains a climate conducive to learning	x		x	x				x
C. Makes effective use of library media center resources	x	x	x	x	x			x
D. Systematically acquires, organizes, processes and circulates materials and equipment		x	x	x				x
VI. Establishes and maintains a professional leadership role							x	
A. Improves professional skills and knowledge			x		x	x		
B. Takes a leadership role in improving education			x		x	x		
C. (Screening)* Performs professional responsibilities efficiently			x					
VII. (Screening)* Communicates effectively								
A. Writes clearly and correctly			x				x	
B. Communicates oral information effectively			x				x	
C. Reads professionally relevant literature materials with comprehension			x				x	

AT A GLANCE

Evaluation Process

Who:

- Library media specialists who made application

How:

- Candidates must take the Tennessee Career Ladder Test. The test consists of three parts - a Reading Test, a Writing Test and a Professional Skills Test. Candidates must pass the Reading and Writing Test.
  *A passing score on the National Teacher Exam Core Battery Communications Skills Test may be substituted for the Reading and Writing Tests.
- A three-member team is assigned. Each evaluator will visit the library media specialist one time during the year for a total of three visits.
  - Visit "A" - announced
  - Visit "B" - announced
  - Visit "C" - unannounced
- The evaluating team then reaches a consensus rating on each library media specialist's performance. The evaluating team's rating is combined with the other evaluation instrument scores to provide the evaluation results for each candidate.

What:

- Domains of Competence
  - Planning
  - Teaching Strategies
  - Selection
  - Evaluation of Library Program and of Instructional Program
  - Library Media Center Management
  - Professional Leadership
  - Basic Communication Skills

  You must obtain minimum qualifying scores for each Domain of Competence and an overall qualifying score. The indicator scores are combined to determine the Domain Scores.

When:

- March, 1986
  - Evaluators trained
  - Evaluator teams assigned
  - Library Media Specialist Orientation Manual delivered by an evaluator
  - Visit "A" arranged
  - Evaluation begins

THE EVALUATION PROCESS FOR LEVELS II AND III

Every Career Level II or III applicant has one important question -- "How will this process work?" The following description of the library evaluation process outlines the major steps in the process.

Step 1 - Library media specialists who applied but were not evaluated during 1984-85 and library media specialists who made application by May 31, 1985, are eligible for evaluation during the 1985-86 school year. Those who applied by November 30, 1984, and who achieve upper Career Ladder status receive certificates and retroactive supplements for 1985-86. Those who applied during the 1985-86 school year and who achieve upper Career Ladder status receive certificates and supplements in 1986-87.

Step 2 - Library media specialists must take the Tennessee Career Ladder Test which includes the Professional Skills Test, the Writing Test, and the Reading Test. A passing score on the National Teacher Exam Core Battery Communications Skills Test may be substituted for the Reading and Writing Test.

Step 3 - During January and February the evaluators are trained. A three-person team of evaluators is assigned to each Career Level II and III applicant.

Step 4 - After the evaluation system is approved by the State Certification Commission and the State Board of Education, each library media specialist receives a copy of the Library Media Specialist Orientation Manual and an opportunity to discuss the evaluation process with an evaluator. At this time information is collected about the library media specialist's school schedule.

Step 5 - A list of three evaluation team members, including their regional location, is given to each library media specialist before the beginning of the evaluation process.

Step 6 - After the library media specialist receives a listing of evaluation team members, he or she may "waive" one of the team members. Library media specialists have five days from the

date of receipt of the list of their team members in which to notify the State Certification Commission and Regional Coordinator in writing of their decision to waive an evaluator. Another evaluation team member is then assigned by the Regional Coordinator.

Step 7. - Directions for completing the Professional Development and Leadership Summary are included in the Orientation Manual on pages 104-112. The evaluator will collect these on the "C" Visit.

Step 8. - Each of the three evaluators visits the library media specialist during the year. These visits are called the "A", "B", and "C" visits. An outline of the activities for each of these visits is presented below.

Step 9 - After the evaluation visits are completed, the evaluation teams meet to evaluate each library media specialist's performance and assign a rating.

Step 10 - The assigned rating of the evaluation team is combined with the data scores from the other evaluation instruments to produce evaluation results for each library media specialist.

Step 11 - Library media specialists receive evaluation results following the scoring of all data.

AN OUTLINE: VISIT A

The date for the first visit is prearranged with the library media specialist. On that date, the first evaluator spends the day in the library media specialist's school. Seven activities occur during this day. The evaluator does the following:

- conducts one pre-observation conference with the teacher
- observes the library media specialist instructing for a total of 100 minutes (the library media specialist may choose different groups of students or different preparations for the same students)
- observes the library media specialist managing the library for 48 minutes of timed observation which records library media specialist management behavior

and user activities. A static observation reflects the total utilization of resources

- conducts one post observation conference
- conducts the library media specialist/evaluator Dialogue on Planning
- distributes the Principal's Questionnaire
- collects the library media specialist's school system calendar and daily schedule on the Candidate Information Sheet

AN OUTLINE: VISIT B

The date for the second visit is announced ahead of time. The second evaluator spends the day in the library media specialist's school. Seven activities occur during this day. The evaluator does the following:

- conducts one pre-observation conference with the library media specialist
- observes the library media specialist instructing for a total of 50 minutes
- observes the library media specialist managing the library for a total of 84 minutes
- conducts one post-observation conference
- conducts the library media specialist/evaluator Dialogue on Teaching Strategies/Evaluation*
- collects the Principal's Questionnaire
- administers the Student Questionnaire to a class of the library media specialist's choice in grades 3-12. K-2 will not receive a Student Questionnaire.

***Note:** A portion of this information relates to student performance. It is being gathered for field testing purposes only and will not be used to determine a library media specialist's placement on the Career Ladder during 1985-86.

AN OUTLINE: VISIT C

The date for the third visit is not announced ahead of time. The third evaluator spends the day in the library media specialist's school. Five activities occur during this day. The evaluator does the following:

- conducts one pre-observation conference
- observes the library media specialist managing the library for a total of 84 minutes
- conducts one post-observation conference
- conducts the library media specialist/evaluator Dialogue on **Resources/Management**
- administers the Teacher Questionnaires to seven teachers
- collects the Professional Development and Leadership Activities

AT A GLANCE

Visit "A"

■ Announced

The evaluator contacts the library media specialist in advance to arrange Visit "A", schedules two instructional observations and a dialogue session.

■ Activities

The evaluator spends the day in the candidate's school and conducts the following:

- Distributes Principal Questionnaire
- Pre-observation conference-management/instruction
- Management observations
- Two instructional observations
- Post-observation conference
- Library media specialist/evaluator Dialogue focusing on Planning
- Collects library media specialist's daily schedule and school calendar

■ Instruments Used

- Pre-Observation-Library Management (pp. 63-64)
- Pre-observation conference form (pp. 65-66)
- Post-observation conference form (pp. 75-77)
- Planning Dialogue (pp. 89-91)
- Instructional Observation (pp. 67-70)
- Management Observation (pp. 71-74)
- Principal Questionnaire* (pp. 87-88)

*This Questionnaire is left with the principal to be collected on the "B" visit

■ Preparations

The "B" visit is announced. The "C" visit is unannounced.

VISIT "A"

Introduction

Several activities occur during the "A" visit. These include the following:

- pre-observation conference for instruction and management
- two announced instructional observations
- one announced management observation
- post-observation conference
- library media specialist/evaluator Dialogue focusing on Planning
- distribution of addendum to Principal's Handbook which contains a copy of the Principal Questionnaire due during the "B" visit
- collection of the library media specialist's daily schedule and school calendar

Prior to the "A" visit, the evaluator contacts the library media specialist to schedule two instructional observations, a management observation and a Dialogue session during the first visit. The library media specialist may select the classes of his/her choice for the observation, but the classes must have different preparations or have different groups of students. Neither the instructional observations, the management observation nor the Dialogue sessions should be videotaped or recorded by the library media specialist during the evaluation process.

Pre-Observation Conference

During the pre-observation conference, the library media specialist is asked to state lesson objectives and explain procedures that are to be used for both classes. The form for the pre-observation conference which is used by the evaluator is shown in the Instrument section on pages 65-66 Any unique situations in the library media specialist's classes or library media specialist's school are discussed at this time. The front of the observation instrument has space to code unique situations, such as mainstreamed students, inappropriate facilities, low socio-economic students and gifted students. This is shown in the Instrument section on page 67. The library media specialist is asked to summarize class activities conducted on the previous day and to explain their relationship to the observed lessons. The evaluator will also consult the library media specialist's schedule to plan the best time to observe the library for management activities. The

management observation cannot take place when the library media specialist is instructing. The pre-observation conference is approximately twenty minutes long.

Instructional Observation

Each instructional observation should be at least 45 minutes or longer. If classes are 30 minutes or less, two of these periods will count as one observation. During this time the evaluator sits quietly and codes the library media specialist's and students' actions. If the library media specialist is working with individual students or small groups, the evaluator may find it necessary to move so that he/she can see and hear clearly what the library media specialist is doing. Every effort is made not to disturb the class. The library media specialist should not communicate with the evaluator during the observation but should conduct the class as if the evaluator were not present.

A select number of behaviors related to effective teaching, which can be observed and recorded, comprise the instructional observation system. These behaviors relate directly to the library media specialists' competencies established as the basis for the Career Ladder Library media specialist Evaluation System. The observation system is designed to provide a reasonable number of observable behaviors which are recorded for analysis. These behaviors include the following:

- describing the learning task as the library media specialist's portrayal of what is to be done and how it is to be done
- presenting the lesson using either direct or indirect teaching styles
- providing learners appropriate practice
- conducting a review of a lesson when appropriate
- monitoring for learner understanding
- providing feedback to learners
- encouraging student involvement in the lesson
- providing a climate conducive to learning

Not all of these behaviors are expected to occur in every observation period. Thus, a library media specialist who attempts to "force" all of these behaviors during the observation period may inhibit his or her teaching.

During the instructional observation, the evaluator follows a structure for observing library media specialist behavior. For four minutes the evaluator codes instructional

interactions. For the next two minutes the evaluator responds to a series of observational questions. This four minute/two minute pattern is repeated throughout the observation period. At the end of the observation period, the evaluator responds to another set of observational questions. These series of observation "snapshots" are combined with the other series within each observation period to produce the total picture. Three 16-minute management observations will be conducted at different times throughout the visit. During the observations, the library evaluator will follow the library media specialist around. The evaluator will code certain behaviors. These behaviors include the following:

Assistance to library users such as:

- assisting students in selecting a book
- assisting students in the use of the card catalog
- assisting teachers in selecting resources for units

Resource utilization such as:

- circulating print and non-print materials and equipment
- managing human resources effectively
- arranging facilities for maximum use

Technical services such as:

- processing books or other media
- circulating all types of media
- generating bibliographies

User utilization such as:

- producing overhead transparencies
- using research materials
- checking out materials

Post-Observation Conference

During this visit, the post-observation conference is scheduled after the last observation. During the post-observation conference the evaluator will give the library media specialist feedback from all the observations. The evaluator is unable to tell the library media specialist how he/she is doing in the total evaluation process because of the influence of information from other sources such as the Student and Teacher Questionnaires. The evaluator does not have access to the information from the other data sources at this time. Comments are restricted to the observations done on that particular day. The evaluator is able to use the observation instrument to discuss the patterns of observed behavior including what the students did during the lessons, what the library media specialist did during the lessons, whether the lessons were congruent with the

objectives, whether the climate was conducive to learning, what strengths were exhibited during the observations and what areas were identified for library media specialist improvement. Until the data are combined from the other two visits and the other instrumentation, the evaluator does not know the Career Level performance of the library media specialist. The forms for the post-observation conference are shown in the Instrument section on pages 75-77.

The post-observation conference is not scored as a data source. However, the evaluator may use any information from the conference in the consensus decision-making process. Both the evaluator and the library media specialist must sign a form to indicate that the post-observation conference has taken place. The library media specialist's signature does not necessarily indicate agreement with any comments. The library media specialist may also make further comments on this form.

The Library Media Specialist/Evaluator Dialogue - Planning Focus

The library media specialist/evaluator Dialogue during the "A" visit focuses on the Planning Domain. The Dialogue is scheduled for one hour. This may occur during the day if you have planning time or can have release time. Approximately thirty minutes is devoted to standard questions asked by the evaluator, and the other thirty minutes is available for the library media specialist to share with the evaluator whatever he/she wishes.

The structured part of the Dialogue focuses on three questions. They are as follows:

1. How do you plan for your library program? How do you plan for your instructional program? Briefly describe your programs for the year. Discuss your goals and objectives for these programs.

2. How do you determine your teaching strategies and the use of your instructional equipment/materials?

3. How do you schedule the use of the Library Media Center?

Library media specialists are to bring to this session materials which support the answers to these questions. Library media specialists should be prepared to discuss briefly their year long library program and instructional program, units, goals, and objectives. A unit plan, of which one of the observed lessons is a part, should be shared with the evaluator. This unit plan should be related to the curriculum and to the year-long instructional goals. One lesson plan from one of the classes observed that day should be shared with the evaluator. Library media specialists should not create new material for this Dialogue

session but should gather materials which are currently being used in the library. The lesson plan should be no more than two pages in length.

Some tips that may prove useful as you plan for this Dialogue session are listed below:

> Goals are broad, long-range statements related to the curriculum and library program.
>
> Lesson plans should contain objectives which are stated in terms of student learning and behavior and which focus on one class period. The objectives should be consistent with the curriculum. Objectives for the library media program should be specific and measurable. They should be appropriate for student and faculty needs.
>
> Lesson plans should state introductory procedures. They should also include a logical and complete explanation of the instructional process, including the motivational activity, concept or skill development, practice activities, and student involvement. Alternative, supplemental, and reteaching activities should be provided. Plans should address student ability levels, modes of learning, and intended student outcomes.
>
> Examples of materials, resources, and audio-visual aids used in the unit should be shared with the evaluator. If the material is not available at that time, bibliographic information should be provided.

Integration of the library program with other curriculum areas should be discussed. Rationale for scheduling and a copy of the schedule should be available.

The evaluator takes notes during the Dialogue session but does not complete the scoring until after the visit is over. This allows the evaluator to give careful consideration to the library media specialist's materials and responses before assigning a score.

The Instrument section of the manual contains the forms used by the evaluators during the Dialogue sessions. **Please review pages 89-91 in the Instrument section prior to your evaluator's visit.**

The unstructured portion of time during the Dialogue session is your opportunity to share things you think are valuable with the evaluator. Review the indicators in the Planning Domain and select things you think your evaluator should know about you. It is appropriate to discuss other areas at this time. This information will be a part of the basis for the evaluator's consensus decision at the end of the evaluation process.

If the library media specialist decides that he/she is not prepared to proceed with the Dialogue session when the evaluator arrives, the library media specialist's evaluation is terminated at this time. Be sure to plan ahead and to be ready for your evaluator's visit!

Principal Questionnaire

During the "A" visit the evaluator leaves a copy of the Principal Questionnaire and the addendum to the Handbook. The Principal's Handbook explains the role of the principal in the evaluation process. The evaluator collects the questionnaire during the "B" visit. The Principal Questionnaire contains questions based on the indicators in the library competencies.

Daily Schedule

Since the "C" visit is unannounced, it is important that the evaluators have a copy of your school system calendar which shows your holidays for the 1985-86 school year and other special days that will interrupt your normal schedule. During the "A" visit the evaluator collects your schedules in order to share them with your other evaluators. It is necessary that the teacher inform the appropriate evaluator of any changes. This can be done by contacting your regional coordinator at the telephone number or address listed on page 118.

Visit Schedule

After the field test of the Career Ladder Library Media Specialist Evaluation System, evaluators agreed that it would be to the library media specialist's advantage to have the dialogue early in the day. The evaluator will work with you and your principal to schedule the day's activities at convenient times.

Scheduling may include time before or after school or during planning periods.

Summary

During Visit "A" the library media specialist has an opportunity to experience each part of the evaluation process in which he/she is involved. Two instructional observations and one management observation are completed, and there is a Dialogue session with the first evaluator. This should increase the library media specialist's knowledge of the evaluation process and prepare him/her for the "B" visit. The date of the "B" visit will vary depending on the evaluator's schedule.

AT A GLANCE

Visit "B"

■ Announced

The evaluator contacts the library media specialist in advance to arrange Visit "B", schedules one instructional observation and a dialogue session.

■ Activities

The evaluator spends the day in the candidate's school and conducts the following:

- Pre-observation conference-management and instruction
- One announced instructional observation
- One management observation
- Library Media Specialist/Evaluator Dialogue on Teaching Strategies/Evaluation
- Post-observation conference
- Administration of the Student Questionnaire
- Collection of the Principal Questionnaire

■ Instruments Used

- Pre-observation conference forms (pp. 63-66) (same as Visit "A")
- Instructional observation coding form (pp. 67-70) (same as Visit "A")
- Post-observation conference form (pp. 75-77) (same as Visit "A")
- Student Questionnaire (pp. 81-86)
- Teaching Strategies/Evaluation Dialogue form (pp. 92-98)
- Library Management Observation form (pp. 71-74) (same as Visit "A")

There are two versions of the student questionnaire:

Grade 3 through 6
Grade 7 through 12

VISIT "B"

Introduction

Several activities occur during the "B" visit. These include the following:

- pre-observation conference
- one announced classroom observation
- one announced management observation
- post-observation conference
- library media specialist/evaluator Dialogue focusing on the Teaching Strategies/Evaluation Domain
- administration of the Student Questionnaire
- collection of the Principal Questionnaire

Instructional and Management Observations and Conferences

The "B" visit is an announced visit. The evaluator arrives at the school, reports to the principal's office, and contacts you to let you know that a pre-observation conference is needed. Depending on your schedule, this may be shorter than the pre-observation conference during Visit "A", but the same form and the same information are needed by the evaluator. The library media specialist may select one class and the evaluator meets with you to discuss your lesson for the day. The same pre-observation, observation, and post-observation forms are used during each visit. Please review these sections in Visit "A" for more complete information.

Library Media Specialist/Evaluator Dialogue - Teaching Strategies and Evaluation Focus

The library media specialist/evaluator Dialogue during the "B" visit focuses on the Teaching Strategies and Evaluation Domains. The Dialogue is scheduled for eighty minutes. Approximately fifty minutes is devoted to standard questions asked by the evaluator and the other thirty minutes to the teacher's sharing with the evaluator whatever he/she wishes.

The structured part of the Dialogue focuses on seven questions. They are as follows:

1. How do you describe to students what is to be learned and how it will be learned? What

strategies and methods do you use to explain the content of your subject areas(s)?

2. How do you keep track of student learning during a lesson? What do you do if students do not understand a lesson?

3. After you have introduced and taught a lesson, how do you provide for student practice and review?

4. How do you keep students involved and participating in learning activities?

5. How do you evaluate the library media program? How do you evaluate the instructional program?

6. What do you do with your evaluation results? How do you use data for improvement of the library program? How do you use data for improvement of the library instruction program?

7. How do students perform in your classes? What are students' attitudes toward learning?

Library media specialists are to bring to this session materials which support the answers to the above questions. Any materials brought to the conference should be materials or media used in the Library Media Center. The library media specialist should not spend time creating new or different materials to share with the evaluator. The evaluator is assessing performance on quality, not the volume of materials. Specific materials for teaching strategies should be brought to the Dialogue session. These include methods for the following:

- Determining students' instructional levels
- Introducing content
- Assessing student understanding (student work, classroom activities, questioning techniques)
- Establishing student involvement
- Adjusting teaching to student differences
- Providing for student supervised and independent practice
- Providing for active student participation
- Relating subject matter across content areas (integration of content)
- Attending to student needs

Evaluation information which supports the following should be available:

- Material used at the beginning of the year to assess students' current achievement level

- Samples of teacher-made or commercial tests used to monitor student achievement during the year and end-of-year test(s)
- Student achievement records-(example: Basic Skills First student and class reports)
- Teaching strategies which reflect student grouping based upon evaluation information
- Methods for reporting students' status to teachers
- Samples of assessment materials (formal and informal techniques--surveys, questionnaires, tests, suggestion box)

The library media specialist should be prepared to discuss with the evaluator teaching strategies information related to the following:

- Rationale for teaching a lesson
- Description of students for whom lesson is designed
- Use of small group and individual activities
- Pacing of instructional lessons
- Methods for reteaching, remediation
- Effective questioning techniques
- Strategies for higher order thinking skills (e.g., analyze, compare, contrast, evaluate, synthesize)
- Use of community resources (guest speaker, field trips, community displays in the library media center)

The library media specialist should bring evaluation information related to and be prepared to discuss with the evaluator the following:

- How evaluation data matches library program goals/objectives
- How evaluation data has resulted in adjusting or adapting the curriculum
- Knowledge of the ability level of students
- Communication and feedback to teachers
- How assessment data made changes in the library media program
- How assessment data made changes in the instructional program
- Records which reveal student progress

During this Dialogue session, the evaluator is rating the teacher on the use of grammar and oral communication skills. This has been changed from a screening competence to a measurement statement under indicator II.A. in Teaching Strategies. The Instrument section of the manual contains the forms used by the evaluators during the Dialogue sessions. Please review pages 92-98 in the Instrument section prior to your evaluator's visit. The evaluator takes notes during the Dialogue session but does not

complete the scoring until after the session is over. This allows the evaluator to give careful consideration to the library media specialist's materials and responses before assigning a score.

The unstructured portion of time during the Dialogue session is your opportunity to share with the evaluator things that you think are valuable. Think back over previous years. What effective teaching strategies have you developed and used? Review the indicators in the Teaching Strategies Domain and in the Evaluation Domain. Select things you think the evaluator should know about you. It is appropriate to discuss other areas at this time if you wish.

Since the "B" visit is announced, materials for the "B" visit should be ready. If the library media specialist decides that he/she is not prepared to proceed with the Dialogue session when the evaluator arrives for the "B" visit, the library media specialist's evaluation is terminated at this time. Be sure to plan ahead and to be ready for your evaluator's visit!

Student Questionnaire

During the "B" visit the evaluator administers a questionnaire to the students in a class of your choice. Please make arrangement with the teacher prior to the announced Visit "B". The class must have at least twenty students. If all of the classes have fewer than twenty students, you must select additional classes to assure that twenty questionnaires are completed. You may not, however, choose individual students from several classes to answer the questionnaire. The selection of the class and the time of administration of the student questionnaires are the responsibility of the library media specialist and should be arranged prior to the "B" visit.

There are two versions of the student questionnaire: one for grades three through six and another for grades seven through twelve. The grade three through six questionnaire is read to the students. If a student in grades seven through twelve is unable to read the questions, the evaluator will read to him/her. You may not stay in the classroom with your students while the evaluator administers the questionnaire. The questionnaire administration time ranges from fifteen to thirty minutes. Individual student responses are anonymous. Copies of the questionnaires are shown in the Instrument section on pages 81-86.

Principal Questionnaire

During the "A" visit the evaluator left a copy of the Principal Questionnaire and addendum to the principal's handbook with your school principal or with the person responsible for your evaluation. The Principal's Handbook which explains the role of the principal in the evaluation process was mailed earlier. The Principal Questionnaire contains twenty-three statements. All of these are based on indicators in the Career Ladder Library media specialist Competencies. Principals may share their responses on the questionnaire with the library media specialist, if they so desire. This decision is left up to each principal. If the principal is new to the school during 1985-86, he/she is encouraged to contact your previous principal to receive input on the questions. The principal is encouraged to find the answers to the questions that are not known by discussing them with you or by observing your library and activities. A copy of the Principal Questionnaire is shown in the Instrument section on pages 87-88.

SUMMARY

During the "B" visit the library media specialist has an opportunity to participate in the observation process, including the pre- and post-observation conferences. The library media specialist shares information with the evaluator in relation to teaching strategies and evaluation. The evaluator administers the Student Questionnaire and collects the Principal Questionnaire. The date of the visit will vary depending on the evaluator's schedule.

AT A GLANCE

Visit "C"

- Unannounced
- Evaluator
  - Arrives at the library media specialist's school
  - Reports to the principal's office
  - Contacts the library media specialist to schedule the pre-observation conference
- Activities
  - Pre-observation conference-management
  - Management observations
  - Post-observation conference
  - Library media specialist/evaluator Dialogue focusing on Resources/Management
  - Collection of Professional Development and Leadership Summary
  - Administration of Teacher Questionnaire
- Instruments Used
  - Pre-observation form (pp. 63-66)
  - Library Management Observation form (pp. 71-74)
  - Post-observation form (pp. 75-77)
  - Resources/Management Dialogue form (pp. 99-103)
  - Professional Development and Leadership Forms (pp. 104-112)
  - Teacher Questionnaire (pp. 78-80)

The following section provides details on Visit "C".

VISIT "C"

Introduction

Several activities occur during the "C" visit. These include the following:

- pre- and post-observation conferences-management
- unannounced management observation
- library media specialist/evaluator Dialogue focusing on Resources/Management

Management Observations and Conferences

The "C" visit is an unannounced visit. If possible, the evaluator arrives before school starts, reports to the principal's office, and contacts you to let you know that a pre-observation conference is needed. Depending on your schedule, this may be shorter than the pre-observation conference during Visit "A," as only management will be observed. The same pre-observation, management observation, and post-observation forms are used during each visit. Please review these sections in Visit "A" for more complete information.

Library Media Specialist/Resources and Management Focus

The library media specialist/evaluator Dialogue session during the "C" visit focuses on the Selection and Management Domains. The Dialogue is scheduled for eighty minutes, with approximately fifty minutes being devoted to standard questions asked by the evaluator and the other thirty minutes for the library media specialist to share with the evaluator whatever he/she wishes. The structured part of the Dialogue focuses on three question sets. They are as follows:

Q.S. 1. How do you decide which materials and equipment should be selected for use in the Library Media Center? What process or procedures do you use for this selection?

Q.S. 2. Tell how teachers assist you in selecting Library Media Center resources. Describe how the resources support the instructional program.

Q.S. 3. Describe how you assist teachers in developing instructional units using library resources.

Q.S. 4. How do you provide for the use of the Library Media Center resources, including the facilities, equipment, volunteers and aides. How do you promote the use of the library media center resources?

Q.S. 5. How do you acquire, organize, process, and circulate material and equipment?

Library media specialists are to bring to this session materials which support answers to these questions. Any materials brought to the conference should be material used in the library. The library media specialist should not spend time creating new or different material to share with the evaluator. The evaluator is assessing your performance on the quality and not on the volume of materials.

The unstructured portion of time during the Dialogue session is your opportunity to share with the evaluator things you think are important. Think back over previous years. What data have you collected and how have you used it? Review the indicators in the Selection/Management Domains and select things you think the evaluator should know about you. It is appropriate to discuss other areas at this time.

If the library media specialist decides that he/she is not prepared to proceed with the Dialogue session when the evaluator arrives for the "C" visit, the library media specialist's evaluation is terminated at this time. Be sure to plan ahead and to be ready for your evaluator's visit.

Teacher Questionnaire

On Visit "C" the library media specialist will give the evaluator the names of three teachers and the evaluator will randomly select an additional four teachers in the library media specialist's school who will be given the Teacher's Questionnaire. A total of seven teachers from your school will be given the Teacher Questionnaire. This questionnaire covers library utilization, leadership, services and management. The Questionnaire is shown on pages 78-80 in the Instrument Section.

Professional Development and Leadership Summary

During the "C" visit the evaluator collects your Professional Development and Leadership Summary. It is your responsibility to have this information at your **school by the "C" visit.** If the information is unavailable when your evaluator arrives for your "C" visit, your evaluation for 1985-86 is terminated at this time.

Descriptions of professional development and leadership activities are required. These activities must have been

completed during your last five teaching years. There are ten categories that relate to this domain area. You should submit one activity under each category. Only one activity is scored for each area. If more than one is submitted, the first one is scored by the evaluator. Descriptions should be exact. Items submitted become a part of the evaluation record and are **not** returned to the library media specialist.

The five categories of Professional Development Activities are as follows:

1. Obtains Graduate Degree(s) or Takes Courses
2. Participates in Professional Development Activities
3. Uses Ideas from Professional Books and Journals and Professional Organizations to Enhance Instruction and Library Media Center Operations
4. Tries New Methods/Approaches in Instruction and in the Library Media Center Operation and Evaluates Their Success
5. Seeks and Utilizes Community Resources to Enhance Instruction and Library Media Center Operations

The five categories of the Leadership Activities are as follows:

1. Conducts Workshops or Training Sessions with Peers
2. Creates Materials or Programs and Shares with Others
3. Holds a Leadership Position in the School/System or Educational Organization
4. Promotes Parent/Community Interest in School
5. Initiates Activities/Projects in the School

Additional information and forms for completing the summary are found in the Instrument section on pages 104-112. The forms should be reproduced and used. This year the library media specialist needs to verify only that all information is correct and no further verification is needed. The quality of the activities you report will be rated on a five point scale. These points are as follows: 1 - unsatisfactory, 2 - below average, 3 - average, 4 - outstanding, and 5 - distinguished. This determination will be made according to the degree of the correlation of the activity to the category description, the amount of time and

effort spent in the activity, and the value to the library media specialist or the library media specialist's students.

Summary

During the "C" visit the library media specialist has an opportunity to participate in the management observation process, including the pre- and post-observation conferences. No instruction is observed on the "C" visit. The library media specialist shares with the evaluator information in relation to Resources/Management and submits his/her Professional Development and Leadership Summary information.

AT A GLANCE

Tennessee Career Ladder Test

Reading Skills

52 multiple choice items
70% = passing score
(36 correct answers out of 52 items)

Writing Skills

Writing assignment
Pass/Fail = scoring

Professional Skills Test

4 multiple choice subtests
25 items per subtest
No passing score-used as a weight in the total evaluation

Test Dates

April 12, 1986

Registration Information

State Testing and Evaluation Center
25 HPER Building
1914 Andy Holt Avenue
Knoxville, Tennessee 37996-1530
615-974-5385

The following section provides details of the Career Ladder Test.

THE TENNESSEE CAREER LADDER TEST

Introduction

The Tennessee Career Ladder Test consists of three sections: Reading Skills, Writing Skills and Professional Skills. The test is **required** of all Career Level II and III **teachers and library media specialists.**

Reading Skills Test

The Reading Skills Test consists of fifty-two (52) reading items taken from professional journals and materials related to education. All items are multiple choice and require you to determine main idea, detail, fact or opinion, or inference in each selection. The passing score is thirty-six (36) correct answers out of 52 items (70%).

Writing Skills Test

The Writing Skills Test is an assignment intended to elicit a writing sample. Your assignment requires a written response to a situation which might be a part of your professional responsibilities. For example, you may be asked to write a letter to parents or a letter of recommendation for a student. This test is scored pass/fail.

Professional Skills Test

The Professional Skills test consists of multiple choice items. The test is divided into four subtests that measure four of the domains in the evaluation system. These subtests are:

- Principles and Practices for Planning Effective Instruction (25 items)
- Practice and Procedures for Effective Instruction (25 items)
- Evaluation of the Effects of Instruction (25 items)
- Practices and Procedures for Effective Classroom Management (25 items)

This is not a pass/fail test. Scores are generated for each of the four subtests. These scores create a data source for the domains and are a part of the final evaluation result.

Test Scores

All teachers and library media specialists **must** take the Tennessee Career Ladder Test as part of the evaluation process and **must** have scores on file with the State Testing and Evaluation Center during the year in which they are evaluated. All teachers and library media specialists must pass the Reading and Writing Tests as a screening competency. Failure to pass either of these tests eliminates a teacher or library media specialist from the evaluation process for Career Level II or III.

Teachers and library media specialists may retake the Career Ladder Test whenever it is offered. Fall and Spring test dates are available each year. Information about test administration may be obtained from the State Testing and Evaluation Center (615-974-5385).There is only one test date remaining in the 1985-86 school year which is April 12. Teachers and library media specialists receive a study guide when they register for the test. Registration information may be obtained from the State Testing and Evaluation Center, 25 HPER Building, 1914 Andy Holt Avenue, Knoxville, Tennessee 37996-1530.

N.T.E. Score Substitution

Teachers and library media specialists may substitute a score on the National Teacher Exam Core Battery Communication Skills Test for the Reading and Writing Tests. The library media specialist must meet the qualifying score set by the State Board of Education. The candidate must request that this score be forwarded by the Educational Testing Service to the State Department of Education. Do not send N.T.E. scores to the State Testing and Evaluation Center. It is the library media specialist's responsibility to request that the score be forwarded by E.T.S. to: Tennessee State Department of Education, Career Ladder Certification, Room 104 Cordell Hull Building, Nashville, Tennessee 37219.

AT A GLANCE

Scoring and Equating

- Calculating the teacher's score
  - Scores from each instrument are placed on the same scale.
  - Multiply scores by their assigned weight.
  - Add them up.
  - Put them on a 200-800 scale.
  - See if they are above qualifying scores.

Highest	800
Level III (qualifying)	700
Level II (qualifying)	600
Lowest	200

- Weight by Instrument/Competency (chart)

The following section provides a detailed report on the technicalities of the scoring system.

SCORING AND EQUATING

Introduction

The scores in the Tennessee Library Media Specialist Evaluation System result from a compilation of the data collected by instruments and from a consensus judgment of the evaluators. In order to determine whether a library media specialist qualifies for Career Ladder II or III, two things must be accomplished: The library media specialist's score must be determined and one must determine whether that score is high enough to qualify for Career Ladder II or III.

Calculating the Library Media Specialist's Score

In calculating a library media specialist's score, the data gathered on the Career Ladder instruments are combined. The steps are as follows:

1. Put the scores on the same scale
2. Multiply them by their assigned weights
3. Add them
4. Put them on the 200-800 scale
5. See if they are above the qualifying scores

The following explains why each step is needed and how it is done.

Step I: Put the scores on the same scale

Scores must be put on the same scale so that they can be added. If one score is on a scale from 1 to 5, and another on a scale from 1 to 100 it is not appropriate to add them.

The scores in the Career Ladder Evaluation System begin with many different scales. Here is a brief description of how each of the eight instruments is scored. The instruments are as follows:

- the Instructional and Management Observations
- the Dialogues in Planning, Teaching Strategies, Evaluation, Resources, and Management
- the Teacher Questionnaire
- the Principal Questionnaire
- the Student Questionnaire
- the Professional Development and Leadership Activities Summary
- the Tennessee Career Ladder Professional Skills Test

The Instructional (Classroom) Observation

The Classroom Observation is scored using several different scales. Most of the items on the observation are marked as

present (1) or absent (0). Scores are then calculated as the percent of time marked out of all the times they could have been marked. This results in average scores ranging from "0" (never marked out of all possible times) to "100" (always marked out of all possible times). This procedure applies to areas on the instrument in the Task, Content, Review, Practice Monitors, Feedback and Other sections. For example, the observation form has a box in the "Library Media Specialist Behavior" column and the "Task/Overview" row. This box is marked whenever the library media specialist portrays what is to be done and how it is to be done to the students. Depending on the length of the observation time, this box could be marked anywhere from six to nine times in a single observation session. This is because the observer starts on a different page every six minutes. For three observations, then, the box could be marked anywhere from 18 (three times six) to 27 (three times nine) times.

To calculate the percentage of times this box was marked, count how many observation pages containing this box were actually completed, and how many times the box was actually marked. If the page with the box was actually completed 10 times, and the box was marked 1 of them, the percentage would be 10 (1/10). Library media specialists are not expected to present an overview of a task every few minutes during every observation, so most of these percentages are expected to be very small. This fact is taken into consideration in the scoring. Scoring of the observation instrument takes into account various types of effective instruction. Having a small percentage of times marked in a box does not necessarily mean a low score.

The items in Section 3 of the Observation Questions in the areas of Library Media Specialist Communication, Planning/Management, Use of Resources, and Facilities are scored on a 1 (unsatisfactory) to 5 (distinguished) scale. Some items on the observation are marked in lengths of time (how many minutes and seconds something took). This coding occurs in the section on interruptions. Other items ask for the number of students in the class or information on teacher control. The library media specialist control section is designed to see if a reduction occurred in the number of students off task or disruptive. Other areas of the observation ask questions which may have three possible responses, or even two possible responses. The Instructional (Classroom) Observation Instrument is shown in the Instrument section on pages 67-70.

Management Observation

Section 1 is scored like the comparable section of the instructional (classroom) observation above. For example, in the library media specialist behavior of "Assists

Learner" there is a total of 32 boxes that can be marked for each of the 13 scans (3 on the "A" Visit, 5 each on the "B" and "C" Visits). This is a total of 416 times (thirty-two times thirteen) that the library media specialist behavior could be marked in the area of "Assists Learners". The score is the percent of times library media specialist behaviors were marked based on the number of times they could have been marked (416).

Section 2 is scored in a similar manner to Section 1 except for the "Yes", "No", and "Not Applicable". The "Not Applicable" category does not count for or against the candidate.

Section 3 is scored on the same 1-5 scale that is used in the Dialogues. The favoritism section is scored like section 1.

Dialogues

The library media specialist/evaluator Dialogues are scored on a five-point scale. These points are identified as unsatisfactory, below average, average, outstanding, and distinguished. Scores are calculated as the average score of items measuring the same indicator.

Questionnaires

The Student, and Teacher Questionnaires are scored on a five-point scale, plus a "Do Not Know" response. Scores are calculated as the average of items measuring the same indicator. A "Do Not Know" response neither helps nor hinders a library media specialist. If an item is marked "Do Not Know," the weight is removed from the scoring and the score is calculated based on the remaining items.

Principal Questionnaire/Evaluation Consensus

The Principal Questionnaire and Evaluator Consensus Judgement are scored on a ten-point scale plus a "Do Not Know" response. Each scale is directly related to a score on the 200-800 reporting scale. The scales and corresponding number on the 200-800 reporting scale are as follows:

Conversion Scale Chart

Career Ladder Status	Rating Score	200-800 Scale Conversion
III	3+	800
	3	750
	3-	725
II	2+	699
	2	650
	2-	625
I	1+	599
	1	450
	1-	300
Below Level I	0	200

Professional Development and Leadership

The Professional Development and Leadership Summary is rated on a five-point scale. These points are identified as unsatisfactory, below average, average, outstanding, and distinguished. Scores are calculated as the average scores of items measuring the same indicator.

Tennessee Career Ladder Test

The Tennessee Career Ladder Test has three parts. The Writing Test is scored pass/fail. The Reading Test is 52 questions and a score of 70% or more is passing. The Professional Skills Test has 25 questions on each of four domains--Planning, Teaching Strategies, Evaluation, and Classroom Management. The scores are calculated as the number of items correct (0-25) for each domain.

Evaluator Consensus

Once the evaluation teams have completed all the library media specialist evaluations for the year, they return to a central location to meet in teams for Evaluator Consensus. At this time the three evaluators who have been on your evaluation team discuss their assessment of your performance. They assign a consensus decision score for the Planning Domain, the Teaching Strategies Domain, the Selection Domain, the Management Domain, and the Evaluation Domain. A consensus decision score is not given for the

Leadership Domain. The scores that are assigned by the evaluation team are given a weight of 25% of the score in each domain. (See scoring above)

Standard Scores

All of the scores from the instruments and from the evaluators' consensus judgment are reported to the library media specialist, on the scale they were scored on. In order to add them, however, we express them as common scores. We use the actual means and standard deviations from the field test data to put all of the scores on a common scale.

Step 2: Multiply them by their assigned weights

We give each score a weight which reflects its importance in the system. Things considered to be more important are given greater weights. To give each score its assigned weight in the system, we multiply it by the weight listed for it in the Table of Weights. The table is included in this Orientation Manual on page 55.

Step 3: Add them

We do this to get total scores. Actually we have to add in two stages. First we add up the scores for each domain so that we can compare the domain totals to the required minimum scores. Then we add up all of the domain scores to get the total so that we can compare the total to the Level II and Level III qualifying scores.

Step 4: Put them on the 200 to 800 scale

We put the scores on the 200 to 800 scale for simplicity and convenience in reporting them. Scores on the common score scale go from about -3.0 to about +3.0. The combination of positive and negative signs and decimal portions is confusing. Most large testing programs use reporting scales like this to make test results easier to understand.

To understand how scores are put on the 200 to 800 scale, you need to realize that all of the scores are initially on the standard score scale (-3.0 to +3.0) -- not just each library media specialist's score but also all qualifying scores The qualifying scores have already been set. Since all of the scores are on one scale and we want them all on another, all that is needed is to match up the points which are already set, and then space out the others in between:

Standard Scores Scale	200-800 Scale Equivalent
highest (+3.0)	800
Level III qualifying	700
Level II qualifying	600
Lowest (-3.0)	200

The other standard scores are assigned in equal intervals between 200 and 600, 600 and 700, and 700 and 800. Minimum scores, which are also set initially on the standard score scale, are handled in the same way, but separately for each domain. In that case, the points which are already set are the lowest (200), highest (800) and minimum qualifying (450) -- the others are spaced out in between for each domain separately.

Step 5: See if they are above the qualifying scores

Once both the minimum and qualifying scores and the library media specialist's scores are on the same 200-800 scale, we can easily determine whether the library media specialist's scores are high enough to qualify for Career Ladder II or III. To qualify, the library media specialist must do the following:

1. have sufficient years of experience,
2. pass the screening tests in Reading and Writing,
3. have scores in each domain which meet or exceed the minimum qualifying scores, and
4. have a total score which meets or exceeds the qualifying score for Career Level II or III

Weights by Instrument and Competency/General Education

The chart showing the weights by Instrument and Competency is found on the following page. The Basic Communication Domain is not shown on the chart because it is a screening domain that is scored pass or fail. This domain does not generate any weight for the qualifying scores for upper career level status.

WEIGHT BY INSTRUMENT AND COMPETENCY
Library Media Specialist System

Competency	Instrument: Observation T	Observation M	Dialogue	Principal Questionnaire	Teacher Questionnaire	Student Questionnaire	Leadership Summary	Skills Test	Total
I. Planning								16	16
A.			40	5					45
B.	10		33	5	8				56
C.			20	5	8				33
TOTALS	10		93	15	16			16	150
II. Teaching Strategies								20	20
A.	19	5	15	5		4			48
B.	20		15	5		4			44
C.	20		15	5		4			44
D.	20		15	5		4			44
TOTALS	79	5	60	20		16		20	200
III. Selection									
A.			20	4	10	5			39
B.			15	4	7	6			32
C.		6	29	4	15				54
TOTALS		6	64	12	32	11			125
IV. Evaluation								10	10
A.			37	5		7			49
B.			22	5	10	4			41
TOTALS			59	10	10	11		10	100
V. Management								32	32
A.	15	15		8	5	10			53
B.	15	15		8		9			47
C.	10	50	50	8	10	10			118
D.		27	55	8		5			75
TOTALS	40	107	65	32	15	34		32	325
VI. Leadership									
A.				5	4		28		37
B.				5	50		28	63	63
TOTALS				10	54		56		100

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AT A GLANCE

Notification of Results

■ **Results**

- A certified letter from the State Certification Commission informs you of your Career Ladder status.
- Scores are listed by domain. A total score is also given.

■ **Summary Conference**

After receiving your results, you will receive information concerning a summary conference with an evaluator.

Activities of the summary conference:

- Analysis of the score report
- Career Development opportunities
- Career Level II and III contract options

The following section provides details on "Notification of Results."

NOTIFICATION OF RESULTS

Introduction

Once the evaluation process is completed and scores are generated for each candidate, you are notified of your results in two ways. The first is by letter; the second is by summary conference with an evaluator.

Notification by Letter

As soon as your results are completed, you will receive a certified letter from the State Certification Commission informing you of your Career Ladder status. This letter gives you your scores in each domain and your total score. After you have received your results, your name is submitted to the Certification Commission and the State Board of Education for formal approval.

Summary Conference

The summary conference is a vital part of the evaluation process. Soon after you have received your results, you will receive information concerning a summary conference with an evaluator. At this summary conference you will be given an analysis of your score report. This includes the 75% score generated from the instruments and the 25% score assigned by your evaluation team. At the conference an evaluator will interpret your score report. You are also told of Career Development opportunities that exist for your particular situation, whether you are a Career Level I, II, or III library media specialist. At the conference you are given information about extended contract options for Career Level II and III library media specialists.

AT A GLANCE

Rights of Library Media Specialist

The following section explains these rights in detail

RIGHTS OF LIBRARY MEDIA SPECIALISTS

Introduction

The Career Ladder Evaluation System is created around the concept that library media specialists have rights in the evaluation process. These rights can be classified as procedural/evidential rights, appeal rights, humanitarian and civil rights, and other rights.

Procedural/Evidential Rights

It is believed that library media specialists have the following procedural/evidential rights:

- Library media specialists have the right to a fair, unbiased and objective evaluation of their professional competence.
- Library media specialists have the right to notice concerning evaluation procedures.
- Library media specialists have the right to be informed of the summative results of their evaluation.
- Library media specialists have the right to be evaluated on the basis of relevant criteria.
- Library media specialists have the right to be evaluated on established criteria rather than on hearsay or rumor.
- Library media specialists have the right to request the replacement of one member of the evaluating team prior to the established deadline.

Appeal Rights

The Comprehensive Education Reform Act provides library media specialists with the right of review of a decision denying Career Ladder certification according to the following procedure.

> If a library media specialist is not recommended for certification by the State or Regional Certification Commission, he/she may request the State Board of Education to review the Commission's decision.
>
> The library media specialist has 30 days from the date of the Commission's decision within which to file or postmark a letter requesting the review. The letter

must be mailed or delivered to the State Board of Education at the following address:

Dr. Brent Poulton, Executive Director
State Board of Education
117 Cordell Hull Building
Nashville, Tennessee 37219

This letter must contain a detailed statement of the reason(s) for the request for review. At the same time, the library media specialist must also file a copy of his or her letter and statement with the superintendent of the school system employing the library media specialist.

Upon receipt of this request, the State Board of Education will appoint a staff member who will be responsible for conducting the review. This staff member will base his or her decision on a record that is prepared by the State Certification Commission.

The Commission's record will contain all documents, statements and other materials that are pertinent to the basis for a decision, including those submitted by the library media specialist and/or school system. Once the preliminary record is compiled, the Commission shall notify the library media specialist by letter of its compilation. The library media specialist will have 30 days from the postmark date of this letter to review the record and submit any further materials in rebuttal for inclusion in the record.

The Commission will then forward the final record to the State Board of Education. The designated State Board of Education staff member will review the record and prepare proposed findings of the fact and a recommended decision. This decision shall be sent to the library media specialists, the local school system and the Certification Commission within 90 days of the State Board of Education's receipt of the completed record.

If a library media specialist is not satisfied with the State Board of Education's decision, she/he may file a request for a hearing.

Complete rules regarding the initial staff review, the hearing, and deadlines are available from the State Board of Education upon request.

Humanitarian and Civil Rights

It is believed that library media specialists have humanitarian and civil rights during the evaluation process. These are:

- Library media specialists have a right to humane evaluation procedures.

- Library media specialists have the right to the use of nondiscriminatory evaluation criteria and procedures.

Other Rights

Library media specialists who were certified and employed on a full-time basis as educators prior to July 1, 1984 have the right to withdraw from the Career Ladder Certification Program and return to the original certification program. Library media specialists have the right to exercise this option only one time.

INSTRUMENT SECTION

LIBRARY MEDIA SPECIALIST EVALUATION SYSTEM

MANAGEMENT OBSERVATION
PRE-OBSERVATION CONFERENCE RECORD

Candidate:_____ **S.S. No.**_____

Evaluator:_____ **Evaluator #:**_____

Observation Visit: A _____ **Times:**_____**Date:**_____

B _____

C _____

I. General nature of the observation :

II. Major objectives of the activities to be observed:

III. Major library media specialist activities:

IV. Major activities of those to be served during observation:

V. General Comments:

VI. Special conditions in school (code on front of observation record)

PRE-OBSERVATION CONFERENCE RECORD

Candidate:_____ **S.S. No.**_____

Evaluator:_____**No.**_____

Observation Visit: **A B C** **Times:**_____ / _____**Date:**_____
Obs. 1 Obs. 2

Subject Area(s) _____**Grade Level(s)** _____

I. General Nature of the Lessons:

Obs. 1

Obs. 2

Methods of Presentation (check all that apply)

Obs. 1	Obs.2	
___	___	lecture
___	___	discussion/interaction
___	___	independent work/laboratory work

II. What are the major student objectives for the lessons?

Obs. 1

Obs. 2

III. What are the major teacher activities during the lessons?

Obs. 1

Obs. 2

IV. What are the major student activities during the lessons?

Obs. 1

Obs. 2

V. How will student achievement of objectives be measured? When?

Obs. 1

Obs. 2

VI. Are you presenting new material in the lesson or is the lesson a review?

Obs. 1

Obs. 2

VII. What lessons were taught yesterday? Explain the relationship to today's lessons.

Obs. 1

Obs. 2

VIII. General Comments:

IX. Special conditions in school/classroom (code front of observation form)

TENNESSEE CAREER LADDER CLASSROOM OBSERVATION

(PLEASE PRINT)
CANDIDATE NAME:_____
(Last) (First) (MI)

OBSERVATION

SYSTEM:_____ **DATE:**_____
M/D/Y

SCHOOL:_____

EVALUATOR NAME:_____
Last First MI

VISIT:	A1 O	B1 O	C1 O	X1 O
	A2 O	B2 O	C2 O	X2 O

GROUP:	**GENERAL ED.** O **SPECIAL ED. (GROUP 1)** O **VOCATIONAL ED.** O **LIBRARIAN**	**CHAPTER 1** O **OTHER** O **SPECIFY:** _____

MARK IF ANY OF THE FOLLOWING CONDITIONS EXIST

- O UNANNOUNCED OBSERVATION
- O LOW SOCIO-ECONOMIC STATUS
- O ONE OR MORE MAINSTREAMED LEARNERS
- O SPECIAL GROUP; SLOW LEARNER
- O SPECIAL GROUP; GIFTED
- O LACK OF INSTRUCTIONAL MATERIALS
- O ASSIGNED TO INAPPROPRIATE FACILTIES
- O ASSIGNED TO INAPPROPRIATE COURSE/GRADE
- O ORGANIZATIONAL DYSFUNCTION
- O ONE OR MORE LEARNERS WITH SPECIAL PROBLEMS; e.g., PHYSICAL DISORDER, EMOTIONAL PROBLEM

EVALUATOR NUMBER

CANDIDATE NUMBER

CLASS START TIME

SUBJECT CODE

GRADE LEVEL OF STUDENTS (K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)

NUMBER OF STUDENTS

NUMBER OF ADULTS

SPECIAL EDUCATION CONDITIONS (O)

RELIABILITY CHECK FOR:

EVALUATOR NUMBER

		Teacher Behavior	Positive Affect	Student Initiates/Responds
TASK	Overview	○	○	○
	Directions	○	○	○
	Examples	○	○	○
	Distinguishes Steps	○	○	○
CONTENT	Definition/Examples	○	○	○
	Explanations/Rules/Attributes	○	○	○
	Provides Context	○	○	○
	Uses Learner Remarks	○	○	○
REVIEW	Definition/Examples	○	○	○
	Explanations/Rules/Attributes	○	○	○
	Provides Context	○	○	○
	Uses Learner Remarks	○	○	○
PRACTICE	Initial Practice	○	○	○
	Independent Practice	○	○	○
	Varied Activities/Materials	○	○	○
	Group Practice	○	○	○
MONITORS	Requests Affirmation	○	○	○
	Requests Infor./Explanation	○	○	○
	Requests Comparison/Contrast	○	○	○
	Requests Evaluation	○	○	○
	Requests Questions	○	○	○
	Monitors Individual/Group	○	○	○
FEEDBACK	Recognizes Response	○	○	○
	Encourages Response	○	○	○
	Ignores Response	○	○	○
	Recognizes Correct Response	○	○	○
	Corrective Statement	○	○	○
	Corrected Assignments/Tests	○	○	○
	Reports Student Status	○	○	○
	Provides Recommendation	○	○	○
OTHER	Classroom Procedure	○	○	○
	Presentation/Other	○	○	○
	Teacher Off Task	○	○	○
	Greeting/Socialization	○	○	○

ACADEMIC _____

PROCEDURAL _____

ACADEMIC PROCEDURAL

0 1 2 3 4 5 6 7 8 9

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SECTION 1

OBSERVATION BEGAN AT: _____

OBSERVATION SCHEDULED TO END AT: _____

OBSERVATION ENDED AT: _____

TIME ELAPSED BETWEEN THE TIME THE INTERRUPTION ENDED AND THE CLASS WAS BACK ON TASK IN MINUTES(M) & SECONDS(S)

M S S M S S M S S

0 1 2 3 4 5 6 7 8 9

Teacher involves students who do not volunteer

yes ○ no ○

TEACHER CONTROL

CAUSE						TEACHER ACTION	RESULT					
STUDENT BEHAVIOR							STUDENT BEHAVIOR					
OFF TASK			DISRUPTIVE					OFF TASK		DISRUPTIVE		
INDIVIDUAL	SMALL GROUP	LARGE GROUP	INDIVIDUAL	SMALL GROUP	LARGE GROUP		COMPLIANCE	INDIVIDUAL	SMALL GROUP	INDIVIDUAL	SMALL GROUP	LARGE GROUP
○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○

SECTION 2

1. How many students are:

IN CLASS		OFF TASK	
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

2. During most of the observation period, the teaching method was
   - Lecture O
   - Discussion/Interaction O
   - Independent Work O

3. During most of the observation period, the class was working
   - As a total group O
   - As subgroups O
   - As individuals O

4. During the observation period, did students express/exhibit lack of understanding?
   - None O
   - One O
   - Few (2-5) O
   - Many (more than 5) O

5. Did the teacher respond to this by reteaching?
   - Yes O
   - No O
   - N/A O

6. Did the teacher present correct information?
   - Yes O
   - No O
   - N/A O

7. Were there any safety/sanitation violations?
   - Yes O
   - No O
   - N/A

8. Did the teacher provide reasonable sanctions for inappropriate behavior?
   - Yes O
   - No O
   - N/A O

COMMENTS

SECTION 3

PLANNING/STRATEGIES/ MANAGEMENT	TEACHER PREPARATION	① ② ③ ④ ⑤ ⑥
	STUDENT PREPARATION	① ② ③ ④ ⑤ ⑥
	TEACHER ATTENTION TO NEEDS IN ORDER OF IMPORTANCE	① ② ③ ④ ⑤ ⑥
	TEACHER PACING OF ACTIVITIES TO ACCOMMODATE LEARNER UNDERSTANDING	① ② ③ ④ ⑤ ⑥
	TEACHER FOSTERS HIGHER LEVEL THINKING SKILLS	① ② ③ ④ ⑤ ⑥
USE OF RESOURCES	ACCESSIBILITY OF MATERIALS/MEDIA TO STUDENTS	① ② ③ ④ ⑤ ⑥
	EFFECTIVE USE OF MATERIALS/MEDIA BY TEACHER	① ② ③ ④ ⑤ ⑥
	INTEGRATION OF RESOURCES WITH TEACHING	① ② ③ ④ ⑤ ⑥
	EFFECTIVE USE OF SUPPLEMENTARY MATERIALS FOR STUDENTS	① ② ③ ④ ⑤ ⑥
	MAKES EFFECTIVE USE OF HUMAN RESOURCES	① ② ③ ④ ⑤ ⑥
	MAKES EFFECTIVE USE OF TIME	① ② ③ ④ ⑤ ⑥
FACILITIES	MAKES EFFECTIVE USE OF AVAILABLE FURNITURE/EQUIPMENT	① ② ③ ④ ⑤ ⑥
	MAKES EFFECTIVE USE OF AVAILABLE DISPLAY SPACE	① ② ③ ④ ⑤ ⑥
TEACHER COMMUNICATION	SPEAKS CLEARLY	① ② ③ ④ ⑤ ⑥
	USES VOCABULARY APPROPRIATE TO THE AUDIENCE	① ② ③ ④ ⑤ ⑥
	ORGANIZES INFORMATION	① ② ③ ④ ⑤ ⑥
	USES GRAMMAR CORRECTLY	① ② ③ ④ ⑤ ⑥
	PROVIDES AN APPROPRIATE LANGUAGE MODEL FOR LEARNERS	① ② ③ ④ ⑤ ⑥
VOC. ED.	INTEGRATES STUDENT ORGANIZATION INTO CLASS	① ② ③ ④ ⑤ ⑥
	RELATES LESSON TO THE SITUATIONS	① ② ③ ④ ⑤ ⑥

FAVORITISM	DID THE TEACHER SHOW FAVORITISM TO STUDENTS BASED ON: IF YES, SPECIFY:		SEX	RACE
		ACADEMIC INTERACTION	YES O NO O	YES O NO O
		DISCIPLINE	YES O NO O	YES O NO O
		POSITIVE AFFECT	YES O NO O	YES O NO O

LIBRARY MANAGEMENT OBSERVATION

CANDIDATE NAME: _____
LAST FIRST MIDDLE

CANDIDATE SS# _____

SCHOOL SYSTEM: _____

SCHOOL SYSTEM #: _____

SCHOOL: _____

SCHOOL #: _____

GRADE LEVELS: _____

NO. OF STUDENTS: _____

DATE: _____

EVALUATOR NAME: _____
LAST FIRST MIDDLE

EVALUATOR NUMBER: _____

VISIT: A_____

B_____

C_____

SPECIAL CONDITIONS:

O ORGANIZATIONAL DYSFUNCTION

O STUDY HALL A (LIBRARIAN CONTROLLED)

O STUDY HALL B (CONTROLLED BY OTHER PERSONS)

O MULTIPLE USE OF FACILITY

O FULL-TIME

O PART-TIME

O SERVES MORE THAN ONE SCHOOL

O OTHER

SECTION 1

TIME BEGIN: _____ _____ _____ _____

TIME END: _____ _____ _____ _____

		BEHAVIOR	AFFECT	BEHAVIOR	AFFECT	BEHAVIOR	AFFECT	BEHAVIOR	AFFECT
ASSISTS LEARNERS	Browsing								
	Equipment Operation								
	Learning Center								
	Materials Production								
	Resource Selection								
	Information								
	Instruction								
	Planning								
ASSISTS TEACHERS/OTHERS	Browsing								
	Equipment Operation								
	Materials Production								
	Resource Selection								
	Instruction								
	Information								
	Planning								
MISC. SERVICES	Selection								
	Production								
	Planning								
	Promotional Activities								
	Routine Procedures								
	Directing Staff								
	Technical Services								
OTHER	Librarian Off-Task								
	Greeting/Socialization								

LIBRARIAN CONTROL ***INTERRUPTIONS***

CAUSE						LIBRARIAN ACTION	RESULT					
STUDENT BEHAVIOR							STUDENT BEHAVIOR					
OFF TASK			DISRUPTIVE					OFF TASK			DISRUPTIVE	
INDIVIDUAL	SMALL GROUP	LARGE GROUP	INDIVIDUAL	SMALL GROUP	LARGE GROUP		COMPLIANCE	INDIVIDUAL	SMALL GROUP	LARGE GROUP	INDIVIDUAL	SMALL GROUP	LARGE GROUP
○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○

TIME ELAPSED BETWEEN THE TIME THE INTERRUPTION ENDED AND THE CLASS WAS BACK ON TASK IN MINUTES(M) & SECONDS(S)

M	S	S	M	S	S	M	S	S
0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
	5	5	5	5	5		5	5
	6	6	6	6	6		6	6
	7	7	7	7	7		7	7
	8	8	8	8	8		8	8
	9	9	9	9	9		9	9

SECTION 2

1. USERS PRESENT

	1	2	3	4
Students	___	___	___	___
Others	___	___	___	___

2. USER ACTIVITIES ___ ___ ___ ___

	1	2	3	4
Planning	___	___	___	___
Browsing	___	___	___	___
Media	___	___	___	___
Learning Center	___	___	___	___
Production	___	___	___	___
Reading/Studying	___	___	___	___
Resource Selection	___	___	___	___
Conferencing	___	___	___	___
Check-out/Return	___	___	___	___
Instruction	___	___	___	___

3. Did librarian apply reasonable sanctions for inappropriate behavior?

YES	___	___	___	___
NO	___	___	___	___
N/A	___	___	___	___

COMMENTS

SECTION 3

Library Media Specialist makes effective use of:

1.	Equipment	1	2	3	4	5	
2.	Print Resources	1	2	3	4	5	
3.	Non-print Resources	1	2	3	4	5	
4.	Display and bulletin board space	1	2	3	4	5	
5.	Facilities	1	2	3	4	5	
6.	Human Resources	1	2	3	4	5	X

7. Did the Teacher Show Favoritism To Students Based On:

	SEX	RACE
Academic Interaction	YES__NO__	YES__NO__
Discipline	YES__NO__	YES__NO__
Positive Affect	YES__NO__	YES__NO__

If yes, specify:

NOTES:

POST-OBSERVATION CONFERENCE RECORD

OVERVIEW

Candidate:_____ **No.**_____

Evaluator:_____ **No.**_____

Observation Visit:_____ **Times:** _____ / _____ **Date:** _____
Obs. 1 Obs. 2

I. General Nature of the Lessons:

Obs. 1:

Obs. 2:

Methods of Presentation:

Obs. 1	Obs. 2	
____	____	Lecture
____	____	Discussion/Interaction
____	____	Independent Study

Was the general nature of the lessons congruent with information supplied in the preobservation conference?

Obs. 1: ____Yes ____No (If no, explain)
Obs. 2: ____Yes ____No

Teacher Comments:

II. Describe Teacher Activities

Obs. 1:

Obs. 2:

Describe Student Activities:

Obs. 1:

Obs. 2:

Were the activities (teacher and student) congruent with objectives and activities outlined in the pre-observation conference?

Obs. 1: ____Yes ____No (If no, explain)
Obs. 2: ____Yes ____No

Teacher comments:

III. Was there assessment of student progress toward objectives?

Obs. 1: ____Yes ____No (If no, explain)
Obs. 2: ____Yes ____No

If yes, was procedure congruent with information from pre-observation conference?

Obs. 1: ____Yes ____No
Obs. 2: ____Yes ____No

Describe assessment procedures used:

Obs. 1:

Obs. 2:

Teacher Comments:

IV. Additional comments about lesson, classroom management, student involvement, affect or related areas:

Teacher Comments:

POST-OBSERVATION CONFERENCE RECORD

SUMMARY FORM

Candidate: _____ **No.** _____

Evaluator: _____ **No.** _____

Observation Visit: _____ **Times:** ____ / _____ **Date:** _____

Strengths Exhibited During this Observation Visit:

Areas of Need Exhibited During this Observaton Visit:

Recommendations:

Teacher Comments:

Evaluator Comments:

The signatures below do not necessarily indicate that the candidate agrees with the comments recorded by the observer. They simply verify that the conference has taken place.

_____ _____
Teacher's Signature Date

_____ _____
Evaluator's Signature Date

TEACHER QUESTIONNAIRE

The Teacher Questionnaire is for use with teachers or peers that work in the school plant with the library media specialist. Teachers anonymously answer thirty-two questions using a rating scale with the following response options: 1) almost never, 2) sometimes, 3) about half the time, 4) usually, 5) almost always and 6) don't know. Listed below are the questions and to the right of the question are a numeral and letter. The numeral and letter show the match to the competency and indicator.

1.	This library media specialist helps me locate instructional materials.	IIIC
2.	This library media specialist requests input from the faculty in the selection of materials for the library.	IIIB
3.	This library media specialist provides opportunities for teachers to review/preview new materials.	IIIA
4.	This library media specialist provides up-to-date materials and equipment.	IIIB
5.	This library media specialist assists in obtaining resources for my instructional units of study.	IIIB
6.	This library media specialist establishes schedules appropriate for my class.	IC
7.	This library media specialist teaches library skills to students.	IB
8.	This library media specialist correlates library skills lessons with classroom instruction.	IB
9.	This library media specialist uses displays, pictures, bulletin boards, or other visuals in the library to acquaint users with resources and services.	VC
10.	This library media specialist's policy for library behavior is made clear to students.	VA
11.	This library media specialist takes an active role in initiating activities or projects in the school.	VIB

12.	This library media specialist promotes the library program.	VC
13.	This library media specialist provides resources to assist me in evaluating and selecting materials and equipment.	IIIA
14.	This library media specialist prepares lists of new arrivals for teachers.	IIIC
15.	This library media specialist incorporates new ideas into her/his library program.	VIA
16.	This library media specialist asks teachers about the strengths and weaknesses of the library services.	IVB
17.	I am able to find materials for various reading levels of my students.	IIIB
18.	This library media specialist controls misconduct in the library before it becomes disruptive.	VA
19.	I know when the library is available for use.	IC
20.	This library media specialist exhibits leadership qualities.	VIB
21.	This library media specialist has rules and procedures for use of the library.	VA
22.	This library media specialist organizes the library to accommodate varied learning activities (e.g., large groups, small groups individuals).	VC
23.	This library media specialist is perceived as a leader in the school and/or school system.	VIB
24.	This library media specialist shares ideas, materials and resources with colleagues.	VIB
25.	This library media specialist conducts workshops/training sessions.	VIB
26.	This library media specialist has received special honors. (School, community, professional, etc.)	VIB
27.	This library media specialist assists in establishing school goals.	VIB

28.	This library media specialist takes an active role in achieving school goals.	VIB
29.	This library media specialist takes an active role in resolving school problems.	VIB
30.	This library media specialist promotes the school to parents, community and others.	VIB
31.	This library media specialist discusses professional topics with colleagues.	VIB
32.	This library media specialist assists peers and others in identifying and solving instructional/learning problems.	VIB

ELEMENTARY STUDENT QUESTIONNAIRE
GRADES 3-6

The Elementary Student Questionnaire is for use with grades three through six. Students answer anonymously thirty-four questions using a rating scale with the following response options: 1) almost never, 2) sometimes, 3) about half the time, 4) usually, 5) almost always and 6) don't know. Listed below are the questions and to the right of the question is a numeral and letter. The numeral and letter show the match to the competency and indicator.

1.	Does your library media specialist explain to you what you are supposed to learn?	IIA
2.	Does your library media specialist show you how to do work he/she wants you to do?	IIA
3.	If you do not understand something that the library media specialist tells you, do you feel that you can ask questions about it?	IIB
4.	Does the library media specialist tell you why the things you study about the library are important?	IID
5.	Does the library media specialist let you say things about what you are studying?	IIC
6.	Can you tell the library media specialist about books you would like her/him to get for the library?	IIIA
7.	Does the library media specialist have the books that you have asked for?	IVA
8.	Are you able to read and understand the books you get from the library?	IIIB
9.	Does the library have magazines that you enjoy?	IVA
10.	Does the library media specialist let students use magazines which they need?	VD
11.	Does the library media specialist let you use books you need?	VD
12.	Does the library media specialist help you find books or other things in the library?	VC
13.	Does the library media specialist let you look at books, newspapers, and magazines without having to check them out?	VC

14. Do you know how the library media specialist wants you to behave in the library?	VA
15. Does the library media specialist let you know when you are behaving correctly in the library?	VA
16. Does the library media specialist let you know when you are behaving incorrectly in the library?	VA
17. Does the library media specialist ask you what you like or do not like about the library?	IVB
18. Does the library media specialist give you work to do by yourself when you are learning about the library?	IIC
19. Can you find the books you need in the library?	VC
20. Does the library media specialist tell you how to use the things in the library?	VC
21. Does the library media specialist tell you how to find something which is not in the library?	VC
22. Does the library media specialist think you can learn?	VB
23. Does the library media specialist let you know when you should try harder?	VB
24. Does the library media specialist have good things to say about students?	VB
25. Can you find things in the library which tell about things that are happening now in the news?	VD
26. Does the library media specialist ask students what they like to read?	IVA
27. Does the library media specialist notice when you are not paying attention?	IID
28. Does the library media specialist get you to think about how some things are alike?	IIC
29. Does the library media specialist get you to think about how some things are different?	IIC
30. Does the library media specialist go (teach) too fast for you?	IIB
31. Does the library media specialist go (teach) too slowly for you?	IIB

32. When you go to the library, are you allowed to use the things you want to use? VC

SECONDARY STUDENT QUESTIONNAIRE
GRADES 7-12

The Secondary Student Questionnaire is for use with grades seven through twelve. Students answer anonymously the questions using a rating scale with the following response options: 1) rarely, 2) sometimes, 3) about half the time, 4) usually, 5) almost always, and 6) don't know. Listed below are the questions. The numeral and letter to the right of the question shows the match to competency and indicator.

1.	This library media specialist explains to us what we are supposed to learn during library instruction.	IIA
2.	This library media specialist gives clear directions for doing the work he/she requires during library instruction.	IIA
3.	This library media specialist shows us clear examples of how our library work should be done.	IIA
4.	If I do not understand something that this library media specialist tells me, I feel that I can ask that it be explained again.	IIB
5.	This library media specialist allows me to ask questions about what we are studying.	IIC
6.	This library media specialist lets me make suggestions about books to get for the library.	IIIA
7.	This library media specialist orders books that I request.	IVA
8.	This library media specialist has books that I can read.	IIIB
9.	This library media specialist has magazines that I enjoy.	IIIB
10.	This library media specialist permits me to use magazines that I need.	VD
11.	This library media specialist helps me find materials and/or books that I need.	VC
12.	This library media specialist lets me browse among the books, newspapers, and magazines.	VC
13.	This library media specialist tells students how they should behave in the library.	VA

14.	This library media specialist lets me know when I am behaving correctly in the library.	VA
15.	This library media specialist lets me know when I am behaving incorrectly in the library.	VA
16.	This library media specialist asks me what I like or do not like about the library.	IVB
17.	This library media specialist helps me learn how to use the library.	IIC
18.	The books and materials in the library are arranged so that I can find them.	VC
19.	The library media specialist helps me find books and materials which I can use.	VC
20.	When I need the answer to a question, the library media specialist helps me to look for the answer.	VC
21.	The library media specialist explains how to use different kinds of books and materials to get the information I need.	VC
22.	This library media specialist tells me where I can find information when it is not in our library.	VC
23.	This library media specialist gives me rules about the use of the library.	VA
24.	This library media specialist lets me know when I should try harder.	VB
25.	This library media specialist has good things to say about students.	VB
26.	I can find current books and other materials in the library.	VD
27.	This library media specialist asks me what I like to read.	IVA
28.	This library media specialist tells us why the things we study about the library are important.	IID
29.	This library media specialist notices when I am not paying attention.	IID
30.	This library media specialist gets us to think about the way things are similar.	IIC
31.	This library media specialist gets us to think about the way things are different.	IIC

32.	This library media specialist goes (teaches) too fast for me.	IIB
33.	This library media specialist goes (teaches) too slowly for me.	IIB
34.	When I use the library, I am able to use the materials I want to use.	VD
35.	If you would like to make additional comments about this library media specialist, please write them here.	

TENNESSEE CAREER LADDER
LIBRARY MEDIA SPECIALIST SYSTEM

PRINCIPAL QUESTIONNAIRE

CANDIDATE NAME _____ SOC. SEC. # _____

SCHOOL NAME _____

Directions: For each question, place an "X" in the box which best describes your assessment of the teacher for placement on the Career Ladder. Rating a teacher should not be dependent on the level for which the teacher is applying. For example, a teacher applying for Career Level II may receive a Career Level III score. The rating should be made on the teacher's performance, not on the application level. At the end of each question, you will find reference to the domain and indicator which are measured by that question.

	Level III			Level II			Level I			Below I	Don't
	3+	3	3-	2+	2	2-	1+	1	1-	0	Know
1. Establishes appropriate goals and related objectives consistent with the programs of the school/system. IA											
2. Prepares instructional plans and materials incorporating principles of effective instruction. IB											
3. Plans for effective scheduling of the library media center. IC											
4. Provides a clear description of the learning task and content to learners. IIA											
5 Monitors learner understanding and reteaches as necessary. IIB											
6. Provides learners appropriate practice and review. IIC											
7. Establishes and maintains learner involvement in the learning task. IID											
8. Develops and administers procedures for previewing, evaluating, and selecting materials and equipment. IIIA											
9. Evaluates and selects with teacher input resources to support the instructional program(s) of the school. IIIB											
10. Assists teachers in developing units of instruction using library resources IIIC											

OVER

	Level III			Level II			Level I			Below I	Don't
	3+	3	3-	2+	2	2-	1+	1	1-	0	Know
11. Uses information about learner interest and performance to improve library resources and instruction. IVA											
12. Evaluates media center programs and services regularly. IVB											
13. Improves learners' academic achievement in relevant subject areas. (Field Test Item Only) IVC											
14. Improves learners' attitudes toward learning. (Field Test Item Only) IVC											
15. Establishes and maintains appropriate learner behavior. VA											
16. Establishes and maintains a climate conducive to learning VB											
17. Makes effective use of library media center resources. VC											
18. Systematically acquires, organizes, processes and circulates materials and equipment. VD											
19. Improves professional skills and knowledge. VIA											
20. Takes a leadership role in improving education. VIB											
21. Performs professional responsibilities efficiently. VIC											
22. Writes clearly and correctly. VIIA											
23. Communicates oral information effectively. VIIB											
24. Reads professionally relevant literature/materials with comprehension. VIIC											

PLANNING DIALOGUE

1. How do you plan for your library program? How do you plan for your instructional program? Briefly describe your programs for the year. Discuss your goals and objectives for these programs.

Look For:

- Broad long-range goals for the library/instructional programs
- Planned, sequenced lessons and programs matched to curriculum and appropriate for students
- Specific objectives stated in terms of student learning/ behavior
- Coordination of program with needs of classroom teachers, students and other professional staff
- Integration of library program with other curriculum areas

NOTES:

SCORES:

		UNSATISFACTORY	BELOW AVERAGE	AVERAGE	OUTSTANDING	DISTINGUISHED
1.	Uses library program goals related to curriculum	1	2	3	4	5
2.	Uses instructional goals related to curriculum	1	2	3	4	5
3.	Uses scope/sequence	1	2	3	4	5
4.	Coordinates program according to needs of teachers/students and professional staff	1	2	3	4	5

PLANNING DIALOGUE

2. How do you determine your teaching strategies and the use of your instructional equipment/materials?

Look For:

- Plans developed with classroom teachers
- Research/reference skills appropriate to students
- Logic and complete explanation of instructional plans
- Introductory procedures
- Comprehensive lessons - (skill/concept development, practice, involvement, outcomes, adjusted to student needs)
- Materials/media related goals/objectives
- Lower and higher order thinking skills

NOTES:

SCORES:	UNSATISFACTORY	BELOW AVERAGE	AVERAGE	OUTSTANDING	DISTINGUISHED
5. Correlation of library instruction with classroom instruction	1	2	3	4	5
6. Use of research/reference skills appropriate for students	1	2	3	4	5
7. Use of introductory/motivational procedures	1	2	3	4	5
8. Logic and completeness of instructional plans	1	2	3	4	5
9. Use of lower/higher order thinking skills	1	2	3	4	5
10. Use of materials/media related to goals/objectives	1	2	3	4	5
11. Use of materials/media appropriate to students	1	2	3	4	5

PLANNING DIALOGUE

3. How do you schedule the use of the Library Media Center?

Look For:

- Master library schedule/ management plan
- Input from user groups, i.e., students/faculty
- Flexible time within schedule
- Identification of user groups
- Accessibility of library resources

NOTES:

SCORES:	UNSATISFACTORY	BELOW AVERAGE	AVERAGE	OUTSTANDING	DISTINGUISHED
12. Use of effective library schedule	1	2	3	4	5
13. Accessibility of library resources	1	2	3	4	5
14. Identification of user group	1	2	3	4	5

LIBRARIAN/EVALUATOR DIALOGUE

TEACHING STRATEGIES FOCUS

1. How do you describe to students what is to be learned and how it will be learned? What strategies and methods do you use to explain the content of your subject area(s)?

Look For:

- Knowledge of content/curriculum
- Clear/appropriate introductory strategies and procedures
- Clear directions and explanations
- Strategies which result in properly sequenced instruction or activity
- Subject matter related across content area
- Places subject matter in appropriate context
- Appropriate language model for students

NOTES:

SCORES:	UNSATISFACTORY	BELOW AVERAGE	AVERAGE	OUTSTANDING	DISTINGUISHED
1. Demonstrates knowledge of correct/current information	1	2	3	4	5
2. Paces learning according to difficulty of material	1	2	3	4	5
3. Relationship and integration of task or content	1	2	3	4	5
4. Use of clear directions, explanations, and examples	1	2	3	4	5
5. Use of appropriate and correct language model	1	2	3	4	5

LIBRARIAN/EVALUATOR DIALOGUE

TEACHING STRATEGIES FOCUS

2. How do you keep track of student learning during a lesson? What do you do if students do not understand a lesson?

Look For:

- Knowledge of students' instructional levels
- Appropriate monitoring/ checking for understanding
- Reteaching strategies/examples when appropriate
- Adjustment for student differences
- Attending to learner needs in order of importance

NOTES:

SCORES:	UNSATISFACTORY	BELOW AVERAGE	AVERAGE	OUTSTANDING	DISTINGUISHED
6. Demonstration of knowledge and use of student instructional levels	1	2	3	4	5
7. Monitoring and checking for student understanding	1	2	3	4	5
8. Adjustment for student differences	1	2	3	4	5
9. Attending to students' needs	1	2	3	4	5

LIBRARIAN/EVALUATOR DIALOGUE

TEACHING STRATEGIES FOCUS

3. After you have introduced and taught a lesson, how do you provide for student practice and review?

Look For:

- Questioning techniques to elicit student response
- Supervised/guided practice
- Varied activities for application of skills/concept
- Independent practice (seatwork, homework)
- Activities addressing higher order-thinking skills

NOTES:

SCORES:	UNSATISFACTORY	BELOW AVERAGE	AVERAGE	OUTSTANDING	DISTINGUISHED
10. Provision for supervised and independent practice	1	2	3	4	5
11. Required use of skills/concepts	1	2	3	4	5
12. Provision for practice in higher order thinking	1	2	3	4	5
13. Provision for appropriate review	1	2	3	4	5

LIBRARIAN/EVALUATOR DIALOGUE

TEACHING STRATEGIES FOCUS

4. How do you keep students involved and participating in learning activities?

Look For:

- Student understanding reason for learning (e.g., life experiences, relevancy)
- Effective strategies for holding student interest (varied media, group interaction, community resources, strategic questioning, and other innovative activities)
- Active student participation
- Flexibility in lessons to allow for student involvement

NOTES:

SCORES:	UNSATISFACTORY	BELOW AVERAGE	AVERAGE	OUTSTANDING	DISTINGUISHED
14. Identification of importance of learning to students	1	2	3	4	5
15. Uses of varied and effective strategies for student involvement	1	2	3	4	5
16. Provision for active student participation	1	2	3	4	5
17. Adaptation/adjustment of lessons for student involvement	1	2	3	4	5

LIBRARIAN/EVALUATOR DIALOGUE

EVALUATION FOCUS

1. How do you evaluate the library media center program? How do you evaluate your instructional program?

Look For:

- Consideration of librarians' goals and objectives
- Use of evaluation information to adapt and refine center operation and instruction
- Ongoing assessment activities during year to diagnose and assess student progress
- Proper assessment throughout the year (formal and informal techniques-- surveys, questionnaires, suggestion boxes)

NOTES:

SCORES:	UNSATISFACTORY	BELOW AVERAGE	AVERAGE	OUTSTANDING	DISTINGUISHED
18. Uses assessment techniques to gain needed information	1	2	3	4	5
19. Measures achievement of goals and objectives of library media program	1	2	3	4	5
20. Measures achievement of goals and objectives of library instruction	1	2	3	4	5

LIBRARIAN/EVALUATOR DIALOGUE

EVALUATION FOCUS

2. What do you do with your evaluation results? How do you use data for improvement of the library program? How do you use data for improvement of the instructional program?

Look For:

- Feedback to students on progress
- Instruction based on progress e.g., reteaching, remediation
- Communication of results to students, teachers

NOTES:

SCORES:	UNSATISFACTORY	BELOW AVERAGE	AVERAGE	OUTSTANDING	DISTINGUISHED
21. Uses performance data to adjust instruction	1	2	3	4	5
22. Reports students' progress to teachers	1	2	3	4	5
23. Uses data for program improvement	1	2	3	4	5

LIBRARIAN/EVALUATOR DIALOGUE

EVALUATION FOCUS

3. How do students perform in your classes? What are students' attitudes toward learning?

Look For:

- Students using their library skills effectively
- Positive student attitudes toward learning
- Records which reveal student progress
- Consideration of student groups (total class, small groups, individuals)

NOTES:

SCORES:	UNSATISFACTORY	BELOW AVERAGE	AVERAGE	OUTSTANDING	DISTINGUISHED
24. Evidence of student academic achievement commensurate with background/ability of students	1	2	3	4	5
25. Evidence of improvement in student attitude toward learning	1	2	3	4	5

DIALOGUE ON RESOURCES

1. How do you decide which material and equipment should be selected for use in the library media center? What process or procedures do you use for this selection?

Look for:

- Procedures for previewing and evaluating materials and equipment
- Bibliographic tools available for faculty
- Consideration files for review and evaluation of materials
- Selection policy

NOTES:

SCORES:	UNSATISFACTORY	BELOW AVERAGE	AVERAGE	OUTSTANDING	DISTINGUISHED
1. Use of procedures for selecting materials and equipment	1	2	3	4	5
2. Use of bibliographic tools	1	2	3	4	5

DIALOGUE ON RESOURCES

2. Tell how teachers assist you in selecting library media center resources. Describe how these resources support the instructional program.

Look For:

- Teacher input on materials selection
- Relationship of materials and equipment with instructional goals and objectives
- Up-to-date materials and equipment
- Recent purchase orders
- Selection list
- Selection priorities

NOTES:

SCORES:	UNSATISFACTORY	BELOW AVERAGE	AVERAGE	OUTSTANDING	DISTINGUISHED
3. Use of input from teachers/professional staff	1	2	3	4	5
4. Selection of materials and equipment which support the instructional program	1	2	3	4	5

DIALOGUE ON RESOURCES

3. Describe how you assist teachers in developing instructional units using library resources.

Look For:

- Procedures for assisting teachers in developing and producing materials
- Procedures for assisting teachers in developing and teaching units of instruction
- Procedures for assisting teachers/professional staff in operation of equipment

NOTES:

SCORES:	UNSATISFACTORY	BELOW AVERAGE	AVERAGE	OUTSTANDING	DISTINGUISHED
5. Assistance in production/use of materials	1	2	3	4	5
6. Procedures for assistance in operation of equipment	1	2	3	4	5
7. Assistance in developing and teaching units of instruction	1	2	3	4	5

DIALOGUE ON MANAGEMENT

1. How do you provide for the use of the library media center resources, including the facilities, equipment, volunteers and aides? How do you promote the use of the library media center resources?

Look For:

- Effective use of space, furniture, equipment for facilitation of movement and user access
- Plans and schedules for use of aides and volunteers.
- Methods for acquainting users with learning media center, e.g. displays, orientation activities, newsletters
- Procedures to refer library users to additional resources (community, public, etc.)
- Promotional programs for alerting students, faculty and community to available services and resources.
- Public relations plan

NOTES:

SCORES:	UNSATISFACTORY	BELOW AVERAGE	AVERAGE	OUTSTANDING	DISTINGUISHED
8. Accessibility of resources	1	2	3	4	5
9. Use of resources	1	2	3	4	5
10. Use of promotional activities	1	2	3	4	5
11. Use of referral procedures	1	2	3	4	5

DIALOGUE ON MANAGEMENT

2. How do you acquire, organize, process and circulate material and equipment?

Look For:

- Budget preparation which reflects program goals and objectives
- Procedures in acquiring and processing new equipment/materials
- Inventory records
- Discards unusable books/equipment
- Current card catalog
- Systematic use of library resources
- Notification to appropriate audiences of library resources/services
- Circulation statistics
- Financial records
- Procedures for weeding

NOTES:

SCORES:	UNSATISFACTORY	BELOW AVERAGE	AVERAGE	OUTSTANDING	DISTINGUISHED
12. Budget based on goals/objectives	1	2	3	4	5
13. Process and acquisition procedures for equipment/materials	1	2	3	4	5
14. Use of appropriate recordkeeping	1	2	3	4	5
15. Maintenance of resources and equipment	1	2	3	4	5
16. Effective circulation of library resources	1	2	3	4	5

PROFESSIONAL DEVELOPMENT AND LEADERSHIP SUMMARY

Introduction

This part of the Instrument Section of the manual provides the information and forms necessary to report your activities for the Professional Development and Leadership Summary. These forms should be completed and available at the school by the "C" visit. They will be collected by the evaluator during the "C" visit.

All activities are rated on a five point quality scale. This scale is: 1) unsatisfactory, 2) below average, 3) average, 4) outstanding, and 5) distinguished. Determination is made according to the degree of correlation of the activity to the category description, the amount of time and effort spent in the activity, and the value to the teacher or the teacher's students. These activities must have been completed during your last five teaching years.

Professional Development Activities

The five categories for Professional Development activities are as follows:

1. Obtains Graduate Degree(s) and/or Takes Courses

   List all degrees above a Bachelor's regardless of when they were obtained. Include the major area of study and the date received. In addition, summarize additional areas of course work or list a representative sample (selection) of courses engaged in beyond graduate degree(s) during the previous five years.

2. Participates in Professional Development Activities

   List one professional development activity in which you were engaged during times other than required in-service. If you used TIM for fast-track purposes and received $1000 as a Career Level I teacher, do not list TIM Training as a Professional Development Activity. Participation in an activity should be listed under Professional Development. (If you are conducting or leading the activity, it should be listed under Leadership).

3. Uses Ideas from Professional Books and Journals and Professional Organizations to Enhance Instruction and Library Media Center Management

   List one idea and identify the source. Include the method of evaluation, the results of the evaluation, and

conclusions drawn. This information must be specific. The materials from which the idea is taken should not be in use as a textbook in your school.

4. Tries New Methods/Approaches in Instruction and the Library Media Center and Evaluates Their Success

   Choose one new method/approach which you have used in the instruction or management. Include the method of evaluation, the results of the evaluation, and any conclusions drawn.

   Give the source of the method/approach. (For example, your own idea, idea from a peer, etc.).

5. Seeks and Utilizes Community Resources to Enhance Instruction and Library Media Center Management

   Describe one community resource used and explain its relationship to instruction and library media center management. Include the method of evaluation, the results of the evaluation and any conclusions drawn.

Directions for Completing Professional Development Activities Form

ITEM I: Write your name as it appears on your application. Write your correct Social Security Number.

ITEM II: Check one category. Use one form for each category

ITEM III: Give beginning date of activity and date of completion. If activity spans several months or years, give only month and year (as 6/82 - 7/84). If activity is short term, give day, month and year (6/3/82 - 6/18/81).

ITEM IV: Give a descriptive title to the activity. (Math Project to Teach Graphing, Courses toward Master's Degree, Additional Course of Study, etc.)

ITEM V: Give the approximate time in hours you devoted to this activity (time spent in planning, carrying out activities, evaluating it, etc.). Include a statement about when you worked on this activity (after school, weekends, summer, release time, etc.).

ITEM VI: State your goal and your rationale for undertaking this activity.

ITEM VII: Describe the activity in a clear, specific and detailed manner. Include the method used for evaluating the activities if the activities are for categories 3, 4, or 5.

ITEM VIII: Explain your role in this activity (participant co-leader, originator, etc.). Explain your responsibilities.

ITEM IX: Explain how your participation in this activity was beneficial to you in your instructional or management role.

ITEM X: Explain how your participation in this activity was beneficial to your students or what changes/improvements it made to your school system.

ITEM XI: Sign your name and date the form.

PROFESSIONAL DEVELOPMENT ACTIVITIES

I. **Name:** _____ **S. S. #** _____

II. **Category of Activity:** (Circle One)

1	4
2	5
3	

III. **Date of Activity: From** _____ **To** _____

IV. **Name of the Activity:**

V. **Approximate Time Spent (In Hours) on this Activity:**
_____ **Hours**

VI. **Professional Goal/Rationale:**

VII. **Description of Activity:**

VIII. **Description of Your Role in this Activity:**

IX. **How did this Activity Benefit You as a Teacher?**

X. How did this Activity Benefit your Students?

XI. I verify that I personally engaged in this activity and that all information on this form is accurate.

_____ _____

Teacher's Signature Date

Leadership Activities

The five categories of Leadership Activities are as follows:

1. Conducts Workshops or Training Sessions with Peers

   These activities may occur within the school, school system, district or state.

2. Creates Materials or Programs and Shares with Others

   This activity may refer to committee or team work or to an individual effort. Remember that "creates" and "shares with others" are the keys to this activity.

3. Holds a Leadership Position in the School/School System or Educational Organization

   This area covers grade or group chairperson positions that deal with peer groups, or you may list a leadership position held in an organization whose primary function is educational. (For example, TLA, AASL, ALA,Phi Delta Kappa, Delta Kappa Gamma, Teachers' Study Council, NEA/AFT affiliates). These positions must be elected/voluntary and not paid positions.

4. Promotes Parent/Community Interest in School

   List an activity in which you engaged that promoted parent/community interest in the school.

5. Initiates Activities/Projects in the School

   These activities should involve peers, but may involve student groups if impact is school-wide.

Directions for Completing Leadership Activities

ITEM I: Write your name as it appears on your application. Write your correct social security number.

ITEM II: Check one category. Use one form for each category.

ITEM III: Give beginning date of activity and date of completion. If activity spans several months or years, give only month and year (as 6/82 - 7/84). If activity is short term, give day, month and year (6/3/85 - 6/18/85).

ITEM IV: Give a descriptive title to the activity (Workshop on Discipline).

ITEM V: Give approximate time in hours you devoted to this activity. Include time spent in planning, carrying out the activity, attending meetings, evaluating, making recommendations, etc. Include a statement indicating when you worked on this activity (release time, after school, evenings, weekends, summer, etc.).

ITEM VI: Describe the activity in a clear, specific and detailed manner. Include the purpose of the activity, its content and the frequency of its occurrence.

ITEM VII: Define your role or roles in this activity (leader, co-leader, originator, etc.). Explain your responsibilities.

ITEM VIII: Explain how your participation in this activity has been beneficial to you/your students or the school/school system.

ITEM IX: Sign and date the form.

LEADERSHIP ACTIVITIES

I. **Name** _____ **S. S. #** _____

II. **Category of Activity (Check One)**

1
2
3
4
5

III. **Date of Activity: From** _____ To _____

IV. **Name of the Activity**

V. **Approximate Time Spent (In Hours) on this Activity:**
_____ **Hours**

VI. **Description of the Activity:**

VII. **Description of Your Role in this Activity:**

VIII. **Ways in which this Activity was Beneficial to You/Your Students or the School/School System:**

I verify that I personally engaged in this activity and that all information on this form is accurate

_____ _____

Teacher's Signature Date

GLOSSARY

1.	Academic	that which is focused on content, subject matter or knowledge development
2.	Acquisition	procedures necessary for selected items to become part of the collection
3.	Affective Domain	the domain (area) of learning which describes the status of or changes in feelings and attitudes
4.	Aptitude Test	a test designed to measure the individual's capacity to learn or develop proficiency in a particular area
5.	Behavior	what an individual says or does
6.	Bibliographic Tools	professionally recognized sources of information concerning available media
7.	Browsing	the process by which a library media center user casually looks over media in search of something of interest
8.	Climate	the predominant tone or mood
9.	Cognitive Domain	the domain (area) of learning which describes acquisition of facts and growth in knowledge
10.	Collection	materials/media/equipment selected and organized for accessibility to the intended users
11.	Correlates	puts or brings into a complementary, parallel or reciprocal relationship
12.	Criterion-referenced Test	a test designed to provided information about specific knowledge or skills possessed by a student (scores are <u>not</u> compared to those of an external group)
13.	Curriculum	a course or program of study
14.	Documentation	tangible evidence
15.	Equitable	that which provides equal opportunity for all
16.	Evidence	materials that can be used to back up statements made by the candidate

17.	Feedback	information given to an individual about his/her performance
18.	Formal Evaluation	means of obtaining information for evaluation purposes which are based on a structured collection of evidence (e.g. tests, work samples)
19.	Goal	a statement of intent, timeless (long-term) and immeasurable (broad)
20.	Goal Integration	the process of relating goals to each other; clustering goals that belong together
21.	Heterogeneous Grouping	the clustering of learners of differing ability and/or achievement with respect to that being taught
22.	Homogeneous Grouping	the clustering of learners of similar ability and/or achievement with respect to that being taught
23.	Indicators of Student Progress	those things which are used as measurements of student growth in the attainment of prescribed goals and objectives
24.	Informal Evaluation	means of obtaining information for evaluation purposes through a less structured method than formal evaluation
25.	Information Skills	procedures and techniques which have been identified as necessary for finding or retrieving and utilizing information or data in our complex society
26.	Initial Practice	that opportunity which a teacher provides immediately after presentation of content for learners to practice, under supervision or direction, the concept or skill presented in the lesson
27.	Instruction Goal/ Unit Goals	a statement of intent which directs/guides instruction in a group of related lessons
28.	Instruction/program Objective	a statement of an anticipated outcome (specific) which is short term and measurable
29.	Instructional Pacing	the speed or rate at which instruction is delivered
30.	Integration of Concepts or Skills	the incorporation of two or more concepts or skills into a lesson in order to provide a relationship among various subjects or content areas

31.	Learning Environment	the classroom, library media center, school, or community in which instruction takes place
32.	Library Media Center Management	coordination and organization of the resources and personnel of the Library Media Center
33.	Library Media Specialist	a person with teaching certification and a Library Media Specialist endorsement who has the education and the competencies to develop and implement a library media program
34.	Materials/Media	print and non-print resources used to present content or stimulate learning which may be teacher designed or commercial
35.	Modeling	an instructional method by which the teacher demonstrates the behavior he/she wishes the students to exhibit
36.	Monitoring	the checking, watching, or gathering of information about a situation, person, or event
37.	Motivational	a strategy designed to attract or maintain student interest/involvement, such as placing a lesson in context or using past learner experiences
38.	Multi-sensory Involvement	the learner's use of more than one sense (sight, hearing, smelling, etc.) at the same time
39.	Norm-referenced Test	a test designed to provide information on the relative level of knowledge or skills possessed by a student as compared to other students of a similar age or grade level
40.	Off-task	the act of being engaged in non-learning related behavior; engaged in behavior inappropriate to the task at hand
41.	On-task	the act of being engaged in learning related behavior; engaged in behavior appropriate to the task at hand
42.	Organizational Dysfunction	a situation or condition in the school outside of the teacher's control which makes it difficult for the teacher to teach

43.	Practice	that opportunity provided students to systematically perform exercises so as to become proficient
44.	Pre-test	a test given to assess the student's strengths and weaknesses before teaching begins
45.	Procedure	the organization or sequence of steps for doing something; the activities to be used in instruction (instructional procedures)
46.	Process	relates to a series of planned and related activities that lead to a particular result
47.	Production	use of resources to produce media
48.	Professional Development	activities designed to increase professional skills, knowledge, or abilities
49.	Program Goals	statement of intent which directs or guides the management and/or activities of the library
50.	Psychomotor Domain	the domain (area) of learning which describes growth in motor/physical skills and physical coordination
51.	Reinforcement	the rewarding of behavior
52.	Remediation	the provision of additional aid or instruction in an area of weakness
53.	Resources	equipment, materials, media, furniture and personnel
54.	Resource Selection	the procedures developed by the Library Media Specialist to evaluate and select print, non-print resources and equipment
55.	Review	what a teacher does or asks students to do which summarizes or restates concepts, principles, or skills from the current lesson, previous lesson, or previous learning
56.	Sequenced Lessons	an ordering of lessons to achieve a coherent relationship (i.e., skill building)
57.	Standardized Test	a test developed with specified directions for administration, time limits and scoring, as well as a specified set of items

58.	Student Performance Data	outcome data (test results, student behavior) which provide the basis for measuring and evaluating the learning which has occurred
59.	Sub groups	people within the population served by the library media center who have certain common characteristics (i.e., interest, needs, reading levels, etc.)
60.	Teaching Assignment	grade levels, classes, courses to which the teacher is assigned
61.	Teaching Strategy	the planned approach used by the teacher to present content and/or facilitate learning
62.	Technical Services	activities related to the organization of library resources such as: acquisition, processing, maintenance, circulation, and data entry/development
63.	Unit	an area of instruction for which one or more common goals can be developed and lesson plans with individual objectives can be designed
64.	Weeding	a process by which media that is no longer accurate, current or relevant is removed from the collection

CAREER LADDER PERSONNEL

Career Ladder Personnel and State Department of Education District Staff members are available to assist you. If you have an unanswered question or find yourself in a unique situation, please feel free to call upon anyone who may be of assistance to you. Each team of evaluators is assigned to a Regional Coordinator(s). If you need to report a problem concerning an evaluator, you can call or write the Regional Coordinator(s). This can be done with the assurance that the conversation is confidential and made without any fear of retribution.

The Regional Coordinators are as follows:

East Tennessee

Brenda Smith
Cheryl Sperry
State Department of Education
Career Ladder Office
Box 7
1609 College Park Drive
Morristown, Tennessee 37814

Telephone: 615-581-5755

Middle Tennessee

Pat Bedwell
Brenda King
State Department of Education
Career Ladder Office
1150 Menzler Road
Room 207
Nashville, Tennessee

Telephone: 615-741-5810

West Tennessee

Joan Pritchett
State Department of Education
Northwest Tennessee Development District
124 Gooch Hall
University of Tennessee at Martin
Martin, Tennessee 38238

Telephone: 901-587-7571

Eleanor Rooks
State Department of Education
Williamsburg Square
59 Conrad Drive
Suite 100
Jackson, Tennessee 38305

Telephone: 901-423-5605

You may call the Career Ladder Hotline in Nashville by dialing **1-800-342-5005.** Following is a list of other Career Ladder staff members and their telephone numbers:

Carol Furtwengler, Assistant Commissioner	615-741-7816
George Malo, Associate Ass't. Commissioner	615-741-7816
Joe Minor, Evaluator/Training Coordinator	615-741-7816
Russell French, Certification Commission	615-741-7816
Betty Latture, Director, Library Media Specialist Evaluation	615-741-5813
Judy Hughes, Consultant, Library Media Specialist Evaluation	615-741-5813
Stan Hamilton, Office of Career Ladder Certification	615-741-5262
Jane Williams, Teacher Certification	615-741-1644
Nancy Simpkins, Teachers' Study Council	615-741-2265
Cathy Csaky, Legal Counsel	615-741-7816

The following are contact numbers for the State Department of Education District Offices:

East Tennessee Development District
State Department of Education
305 West Springdale Avenue
Knoxville, Tennessee 37917
(615) 673-6044

First Tennessee Development District
State Department of Education
1110 Seminole Drive
Johnson City, Tennessee 37601
(615) 926-1109

Memphis Delta Development District
State Department of Education
Memphis State University
Memphis, Tennessee 38152
(901) 454-2980

Mid-Cumberland Development District
State Department of Education
1130 Menzler Road
Nashville, Tennessee 37210
(615) 741-7054

Northwest Tennessee Development District
State Department of Education
124 Gooch Hall
University of Tennessee at Martin
Martin, Tennessee 38238
(901) 587-7568

South Central Development District
State Department of Education
1501 B Hatcher Lane
Columbia, Tennessee 38401
(615) 388-5555

Southeast Tennessee Development District
State Department of Education
Cleveland State Community College
Room 138, Vocational Building
Cleveland, Tennessee 37311
(615) 472-7141

Southwest Tennessee Development District
State Department of Education
Williamsburg Square
59 Conrad Drive
Jackson, Tennessee 38305
(901) 423-5605

Upper Cumberland Development District
State Department of Education
Tennessee Technological University
Box 5077
Cookeville, Tennessee 38505
(615) 528-5431